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ABSTRACT

Seven author-contributed papers focus on excellence in urban special education schools. Libby Goodman reviews the isolation of special education teachers and children, in "The Effective School Movement and Special Education," while Dan L. Peterson et al. trace the implications for the Seattle School District of the efforts described in "Effective Schools for All Students: Current Efforts and Future Directions." Margaret C. Wang et al. describe the Adaptive Learning Environments Model in "Staff Development: A Key Ingredient of Effective Mainstreaming." A program for gifted students (elementary to secondary level) in Houston is described by Margaret Kress in "Vanguard: Focus on the Gifted Learner." Chicago's efforts are considered by Alejandro Benavides in "Planning Effective Special Education for Exceptional Language Minorities." Project KIDS of the Dallas Independent School District is described by Ruth C. Wilson et al. in "Early Childhood Intervention in an Urban Setting." The final article, "One School's Search for Excellence," by John Jewell, details four steps undertaken by an alternative middle/high school. (CL)

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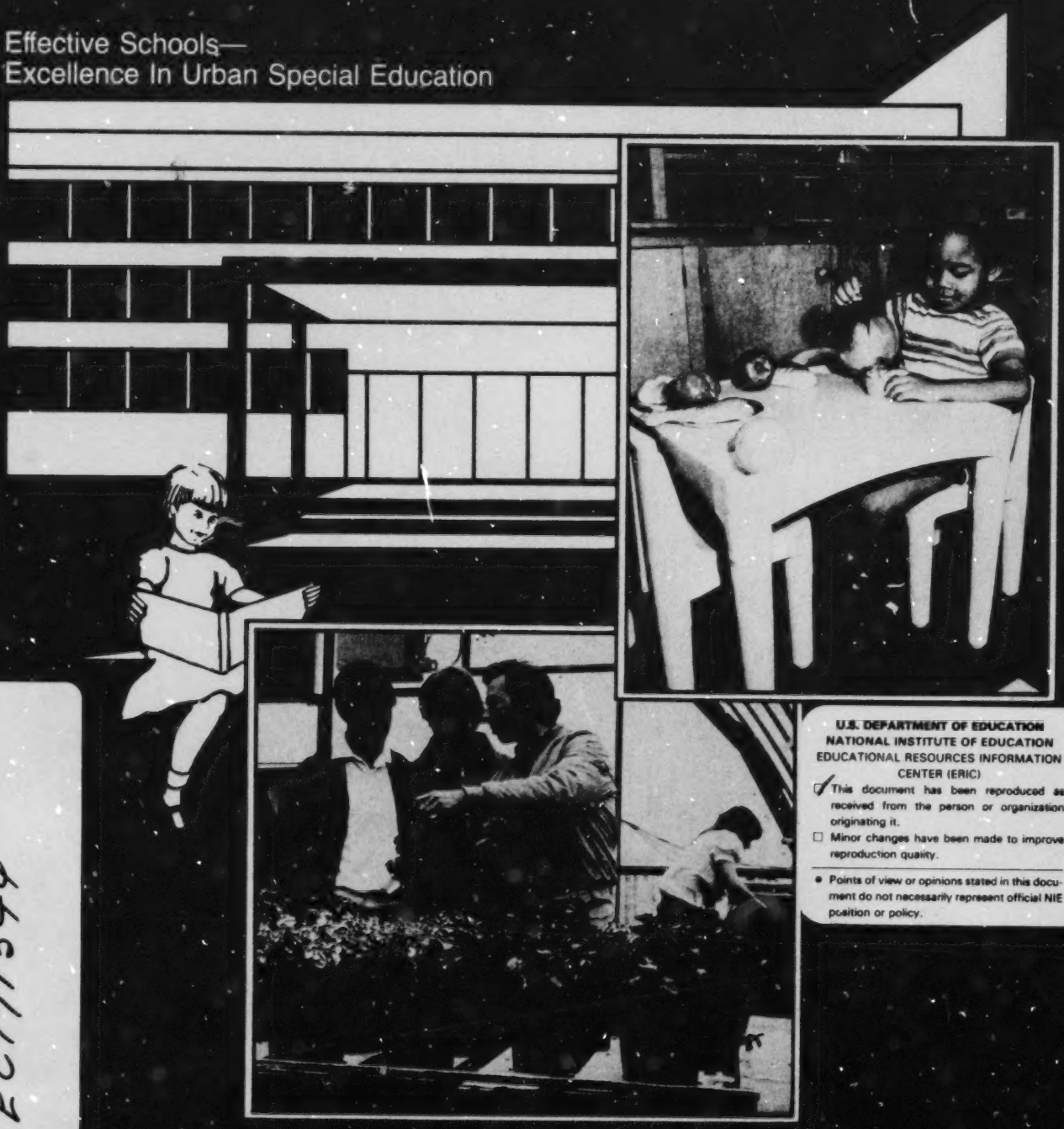
Effective Schools—
Excellence In Urban Special Education



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TEACHING exceptional children

WINTER 1985
Volume 17, Number 2

TEACHING Exceptional Children
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Manuscripts are invited and received with the understanding that they have not been published previously and are not being considered presently by another journal or magazine. Each manuscript undergoes a field review process that takes a minimum of three months. Receipt of manuscripts is acknowledged promptly. An original and five xerox copies must be submitted. For a complete set of author guidelines, including format and style requirements, write *TEACHING Exceptional Children*, Publications Department, The Council for Exceptional Children, 1920 Association Drive, Reston VA 22091–1589.

Statement of Purpose

TEACHING Exceptional Children, published by The Council for Exceptional Children, is a journal designed specifically for teachers of handicapped and gifted children. Articles which deal with practical methods and materials for classroom use are featured. While not research-oriented, this journal welcomes those data-based descriptions which specify techniques, equipment, and procedures for teacher application in classes with handicapped and/or gifted students.

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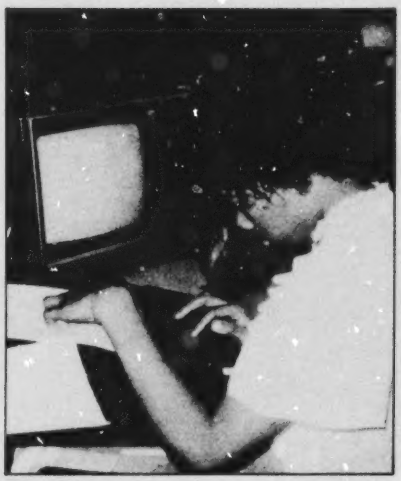

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ERIC **Effective Schools—Excellence in Urban Special Education**

Special Education and the effective schools movement is the focus of this special issue of *TEACHING Exceptional Children*. Consulting Editors were Alejandro Benavides, Gladys Clark-Johnson, John Jewell, and Margaret C. Wang.

This topical publication was developed as a product of the ERIC Clearinghouse on Handicapped and Gifted Children pursuant to contract number 400-81-0031 with the National Institute of Education, U.S. Department of Education.

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ERIC Contract to Continue for Five Years

CEC has been awarded a contract by the National Institute of Education to continue operation of the ERIC Clearinghouse on Handicapped and Gifted Children through August 31, 1989. Since the initial funding in 1966, this Clearinghouse has been housed at CEC.

Major functions of the Clearinghouse are: abstracting and indexing special education literature; contributing to the ERIC publications—*RIE* and *CIJE*; conducting computer searches; answering information requests; and developing publications—Digests, CEC division journal columns, state of the art papers, books, and monographs.

In addition to the regular ERIC activities, a special project, funded by

(Continued on p. 84)

Minority Symposia Scheduled

Three symposia on the special needs of exceptional minority children have been scheduled for 1985:

- Symposium on Exceptional American Indian Children and Youth, Clarion Four Seasons Hotel, Albuquerque, New Mexico, February 6–8, 1985.
- Symposium on Exceptional Asian Children and Youth, Anaheim Hilton, Anaheim, California, April 12–13, 1985.
- Symposium on Exceptional Bilingual Children and Youth, Boulder, Colorado, June 1985. (Details will be announced in Spring *Update*.)

For more information, contact the Office of Minority Concerns, CEC, 1920 Association Drive, Reston, Virginia 22091.

CEC Continues Its Leadership Role in Technology for Special Education

CEC has become a recognized leader in the support of technological applications in special education. In the past two years, CEC has sponsored national conferences and workshops on technology, published a number of resource books on microcomputers and software, welcomed a new special interest division on technology (TAM), and co-sponsored a national competition to find quality special education computer programs.

CEC is currently participating in two federally funded projects in the area of technology, both of which are funded by the Special Education Programs (SEP) office of the U.S. Department of Education.

Special Education Software Center

CEC has joined with SRI International and LINC Resources, Inc., in the formation of a special education software center. The primary goal of this center is to improve the development and dissemination of quality software for special needs students.

As the prime contractor, SRI is creating a technical assistance network to help software developers improve microcomputer programs designed for special education instruction and administration. LINC Resources is creating a clearinghouse that will provide information to teachers, parents,

(Continued on p. 84)

First Membership Certificates Distributed

The first personalized CEC membership certificates were distributed, and enthusiastically received, in late October 1984.

These personalized certificates are one of the new benefits available to professional (non-student) CEC members. Each certificate is printed on a parchment-like paper with a prominent CEC logo, the member's name hand-set in script, the current year, and signatures of both the CEC President and Executive Director. Certificates are 8 × 10 inches, suitable for framing and displaying in classroom, home, or office.

Every non-student member is offered a certificate at the time of renewal. There is a $1.00 charge to cover handling costs. If you would like your certificate sooner than your renewal date, send a $1.00 check or money order with your CEC identification number to CEC at 1920 Association Drive, Reston, VA 22091. Because every certificate is personalized, an 8-week delivery time is expected.

Software Conference Planned for May

The Special Education Software Center will host a National Conference on Special Education Software, May 2–3, 1985, in Washington, D.C. The conference will bring together leaders in the software industry and the special education community to learn of new developments, share experiences with products, and identify needs. Conference presentation formats have been selected to enhance group participation and to maximize input from attendees. An exhibit show will give attendees the opportunity to discover the latest commercially available software and will facilitate dialogue between users and producers.

For more information on the conference, contact Elsa Glassman, Conference Manager, Department of Professional Development, CEC, 1920 Association Drive, Reston, Virginia 22091 or call 703-620-3660.

Up Front with the President

Joseph P. Gaughan

In this issue, *TEACHING Exceptional Children* presents various special educators' response to the Effective Schools Movement. Needless to say, educational intervention strategies outlined in the effective schools—objective based instructional management, mastery learning, and outcome based education programs—all hold great promise for the improvement of instruction for all students.

We are encouraged by these thrusts, for they address issues that relate to the individualization of instruction and the coordination of instructional activities across educational disciplines. Our field's participation in these initiatives is imperative to the educational progress of exceptional children and youth. We also possess a level of expertise in this area that will greatly assist our peers, for the foundation on which these programs is based is similar to what we have affectionately labeled The Individualized Education Plan. Specifically, the Effective Schools concept holds fundamental: a) stated educational goals and objectives, b) emphasis on basic skill development and a scope and sequence of instructional strategies, c) instructional coordination, d) environmental control, and e) evaluation.

We are very familiar with the approach and I, for one, believe that effective schools are what we have been all about for sometime. We hope that you enjoy this issue and take pride in the fact that special educators continue to be in the forefront of emerging trends in education.

Special People Communicate through SpecialNet

Computers are not just for kids. Special education professionals throughout the U.S. and Canada are using micros and modems to communicate with each other on the SpecialNet electronic system. SpecialNet is a communication network designed to provide up-to-the-minute information and instant communications for persons concerned with services and programs for handicapped individuals. Subscribers can send and receive messages to each other and can keep abreast of special interest topics by reading messages posted on the many SpecialNet bulletin boards. Over 25 bulletin boards are currently available, including multihandicapped, RFP, Policy, Practices, Federal, Litigation, Early Childhood, Computer, Employment, Gifted, and CEC.NEWS.

In a recent survey 77% of the SpecialNet users who responded indicated that they check the CEC.NEWS bulletin board regularly. This makes CEC.NEWS the third most "popular" bulletin board, with Federal and Computer filling the first two slots. Although this is not a competitive event, we are pleased that SpecialNet users look to CEC.NEWS as a valuable source of information on legislative issues, new publications, and professional events. CEC members are using SpecialNet to communicate with headquarters staff and other members about division, federation, and standing committee activities. A group of Teacher Education Division members interested in technology have their own bulletin board, known as TEDtech, which is coordinated by the RETOOL project staff.

If you are a subscriber to SpecialNet and want to contact CEC headquarters, send your message to the user name, CEC.RESTON.

To join this rapidly expanding network, contact the National Association of State Directors of Special Education, 1201 16th Street N.W., Suite 404E, Washington D.C. 20036, 202-822-7933.

New CEC/ERIC Text Available for Spring '85 Courses

The School Psychologist and the Exceptional Child, edited by Geraldine Scholl, will be a major contender for "textbook of choice" in courses dealing with this topic. The book is divided into two sections: General Considerations and Areas of Exceptionality. The General section includes discussions of the role and function of the school psychologist, the process of assessment, and nonstandard approaches. Chapters on specific exceptionalities include: Gifted and Talented; Mental Retardation; Learning Disabilities; Emotionally Impaired; Physically and Multiply Handicapped; Hearing Impaired; Visually Impaired; and Communication Disordered. Appendices include Sample Referral Form; Common Behaviors and Attitudes During Assessment; Helpful Hints in Writing Reports; Suggested Format for Interview With Parents; and Suggested Format for Interview with Child.

Stock No. 297, ISBN 0-86586-153-6. Available January, 1985.

St. Louis Chapter: Offering Exemplary Programs

One year ago they weighed in at 140 members. Today, there are 214 professionals who have direct access to their well-planned chapter programs.

The St. Louis Chapter #103 will receive its first CEC Award for Excellence in Anaheim this Spring. There is little doubt that the chapter is deserving of CEC's highest unit award, and there's evidence to show that it has plans to go for it again during the current year.

Examples of its hard work are the effective programs already sponsored this Fall: "Services to Children and Youth: Exemplary Practices in Programming for BD/ED Children and Youth" and "Professional Guidelines for Special Educators: Counseling Parents of Exceptional Children." This Winter it will conduct a special mini-conference, and in Spring members can attend "Interchange: A Geneticist Talks with Special Educators."

Thanks to the efforts of Chapter Past President **Karen Ford,** President **Betty Schultze,** and their hard-working executive committees, members in St. Louis are able to participate in the activities which give CEC its fine reputation for grass roots activism and professional development.

Local chapters throughout the U.S. and Canada are offering equally fine programs to their members. If you are not certain whether you are on the mailing list of a local CEC chapter, contact the Department of Member and Unit Services to inquire. Reston staff will see that your name is placed on the mailing list of the most conveniently located chapter and can tell you who to contact to learn more about local activities.

Karen Ford and Betty Schultze's hard work is a direct service to the St. Louis community. As volunteer leaders, they exemplify the efforts of all regular and student officers in CEC . . . working on behalf of our field and the students we serve.

TAM Membership Growing

The new Technology and Media Division (TAM) is growing by several members a day, making it one of CEC's fastest growing divisions. An increased need for information leading to the use of technology with exceptional students for educational advancement is seen as the key to this growth. Says TAM President Edward Cain, "Our conferences, convention sessions planned for April, journal and newsletters—all for $10—are making TAM a division from which any CEC member can get his or her money's worth. Join us!"

For more information about TAM or any of CEC's other 12 divisions, contact CEC Headquarters.

Congratulations to Winners of Awards for Excellence

Five CEC chapters met all the rigorous criteria during the 1982–83 program year and achieved CEC's prestigious "Award for Excellence," awarded at the D.C. Convention in April 1984. Congratulations are extended to each of the members of the following chapters:

- Kentucky Derby Chapter #5, Kentucky; **Sherry Howard,** President.
- Atlanta Area Chapter #77, Georgia; **Thelma Mumford,** President.
- Charlotte-Mecklenburg Chapter #147, North Carolina; **Martie Griffin,** President.
- University of British Columbia Chapter #666, British Columbia; **Lila Gaudry,** President.
- Trident Chapter #936, South Carolina; **Cynthia Harbeson,** President.

To receive this award, chapters had to demonstrate ongoing activities and growth in membership development; professional program planning and delivery; public relations; communications with unit members and Council staff; and involvement in CEC decision-making processes.

PAN Workshop Held

The nationwide CEC Political Action Network (PAN) met for a four-day intensive workshop in Washington, D.C. on September 22–25, 1984. Activities of the workshop included:

- An intensive briefing on current federal legislative issues.
- A review of the recently revised PAN Action Handbook.
- A review of current Federal regulatory and administrative issues.
- A briefing from top staff of the U.S. Office of Special Education.
- An extensive discussion of state-level activities.
- A breakfast with key members of the Congress.
- A full day of visits on Capitol Hill with senators and representatives.

The PAN network's presence on Capitol Hill coincided with the closing days of the 98th Congress when important legislation of concern to CEC was being finalized. Thus, the PAN representatives were able to convey the views and objectives of CEC at a critical moment of decision making for members of Congress.

CEC Financial Status

The audit report on CEC's financial condition based on the fiscal year ending June 30, 1984 shows that the Council continues to improve its financial stability. The actions taken by the governance and headquarters staff, which ultimately affect every member and unit, have begun to pay off.

We must continue to search for ways to increase income and cut costs, while improving our service to the membership. We have introduced strict measures of accountability to monitor our financial pulse on a continuing basis. Our outside auditors and the Standing Committee on Finance will assist in accomplishing this objective.

Jeptha V. Greer

CEC Standing Committee Vacancies Filled

With the start of CEC's new governance in July 1984, CEC President **Joseph P. Gaughan** filled seven vacancies for standing committee chairpersons.

Richard King was selected chairperson for the Conventions Committee, **William E. Johnson** for the Credentials and Elections Committee, **Joni Alberg** for the Finance Committee, **Beverly Johns** for the Governmental Relations Committee, **Jeannette Misaka** for the International Relations Committee, **Marilyn Johnson** for the Minority Groups Committee, and **Maureen Gale** for the Unit Development Committee.

The complete list of CEC standing committee members (and expiration dates) follows:

- CONVENTIONS COMMITTEE—**Richard King,** Chairperson (1986); **Roberta Arrigo** (1986); **Randy Cranston** (1985); **Beverly-Jean Prohaska** (1987); and **Mardeanne Wahlen** (1987).
- CREDENTIALS and ELECTIONS COMMITTEE—**William E. Johnson,** Chairperson (1986); **Mary Jean Lambert** (1985); **Betty Norris** (1987); and **LaDelle Olion** (1987).
- FINANCE COMMITTEE—**Joni Alberg,** Chairperson (1985); **Joseph P. Gaughan,** President (1985); **Michael Grimes,** President-Elect (1986); **Judy Ashmore,** First Vice President (1987); **Nancy Anderson** (1986); **Randy Bowles** (1985); **Carrie L. Brodie** (1987); **Gary O. Carmen** (1985); **Parthenia Cogdell** (1985).
- GOVERNMENTAL RELATIONS COMMITTEE—**Beverly Johns,** Chairperson (1987); **Katheryn Bush** (1985); **Catherine A. Donahue** (1986); **John Jewell** (1987); **Wilbur T. Walton** (1986); and **Don Werner** (1985).
- HISTORY COMMITTEE—**June Peterson Robinson,** Chairperson (1986); **Robert Abbott** (1985); **Lyndal M. Bullock** (1985); **Carol Eby** (1986); and **Bluma B. Weiner** (1985).
- HONORS COMMITTEE—**Edwin W. Martin, Jr.,** Chairperson (1986); **Carrie Brodie** (1987); **E. Vaughan George** (1986); **Eleanor Guetzloe** (1985); and **Patricia White** (1987).
- INTERNATIONAL RELATIONS COMMITTEE—**Jeanette Misaka,** Chairperson (1987); **Mary Burke** (1987); **Karol Sylcox Ferguson** (1986); **Lyle Lloyd** (1985); **Rosa Lockwood** (1987); **Phil Lyon** (1986); **Phyllis R. Perelman** (1985); **Merrill C. Sitko** (1986); and **Frank South** (1985).
- MINORITY GROUPS COMMITTEE—**Marilyn Johnson,** Chairperson (1986); **Arthur U. Iriarte** (1985); **Margie K. Kitano** (1985); **James M. Patton** (1986); **Ramon M. Rocha** (1987); and **Allen R. Sullivan** (1987).
- PROFESSIONAL STANDARDS COMMITTEE—**Joyce Barnes,** Chairperson (1985); **Roscoe C. Beach, Jr.** (1987); **Kayte M. Fearn** (1986); **Stephen Lilly** (1985); **Gladine Robertson** (1986); **Frederic Schroeder** (1986); and **Bill Heller,** Past Chairperson.
- PUBLICATIONS COMMITTEE—**Judy Smith-Davis,** Chairperson (1985); **T. Timothy Crowner** (1986); **Doug Fuchs** (1985); **Pamela Gillet** (1985); **Verna Hart** (1987); **John Johnson** (1987); **Stanley Perkins** (1986); and **Raphael F. Simches** (1987).
- RESEARCH COMMITTEE—**Mary Kay Dykes,** Chairperson (1985); **Michael Hardman** (1987); **Joseph Justen, III** (1985); **Frances Karnes** (1986); **Sidney R. Miller** (1986); **Robert Rutherford** (1985); **Richard Sobsey** (1987); **Sandra K. Squires** (1986); and **Brenda Williams** (1987).
- UNIT DEVELOPMENT COMMITTEE—**Maureen Gale,** Chairperson (1986); **Katheryn E. Hargis** (1987); **Naomi Law** (1985); **Fro Mensendick** (1985); and **Dorothy Westgarth** (1987).

CEC Newsmakers

This Fall **Susan Pilgrim,** cited for early competence in her chosen field, won the Outstanding Young Alumnus (Alumna) Award from Presbyterian College, Clinton, South Carolina. She is presently a consultant for the behavior disorders program with the Douglas County Board of Education in Georgia, the state governor for CEC's Georgia Federation, and member of CEC Chapter #87.

Orlando Taylor, a graduate professor in the Department of Communication Arts and Sciences, Howard University, received the University's Distinguished Scholar-Teacher Award at a ceremony on April 24, 1984. Dr. Taylor (a member of CEC's District of Columbia Federation) was chosen from among nominees from each of the University's schools and colleges.

Send your announcements for "CEC Newsmakers" to Gale Adams, CEC, 1920 Association Drive, Reston, VA 22091.

In Memoriam

Jean Garvin, Special Education Director for the Vermont Education Department, and long-term member of CEC Vermont Branch #167, died June 23, 1984. Born in St. Johnsbury, Ms. Garvin went to work for the Education Department in 1954 and was made director in 1961. In all she spent 30 years promoting education for the handicapped at the Vermont Education Department. Ms. Garvin steered her division of the state agency through a period of rapid growth and change. She also served on several national education panels and received numerous awards for her work.

David Treherne, Canadian governor-at-large on the CEC Executive Committee during 1977–1980, died September 5, 1984. Born April 29, 1931, Mr. Treherne also represented Saskatchewan on the International Board of Governors for two terms—1974–1977 and 1980–1983, served on the Executive Committee of Canadian CEC and as its Chairperson in 1976–1977, and served as the Congress Coordinator for the Second National Congress of Canadian CEC hosted in Saskatchewan in 1976. His long career included teacher, educational psychologist, and special education consultant.

Student Participation Needed

The Student CEC Honors Committee accepts and reviews nominations for the Outstanding Student CEC Member of the Year Award and then makes a recommendation to the Student CEC Executive Committee. Students interested in helping with the work of this committee should contact **Mary Beutz,** 1865 11th Avenue, Greeley, CO 80631.

Goals Established for Student CEC

Student CEC needs the help of all its members and officers to achieve its 1984–85 goals. Meeting in July 1984, the Student CEC Executive Committee established five major goals:

- To increase membership in Student CEC by sponsoring a Membership Month in October 1984, by sponsoring the Student CEC Annual Membership Contest, and by encouraging recruitment of freshmen.
- To increase professional and advisor support in Student CEC by distributing TED/Student CEC Certificates of Appreciation to all Student CEC advisors, sponsoring the "Recruit a Professor" Campaign and Advisor Appreciation Day on March 4, 1985.
- To initiate contact with divisions.
- To increase activities with youth by promoting Programs for Exceptional Teens (PET) and CEC high school clubs.
- To promote the adoption of CEC's Professional Standards by colleges and universities across the United States and Canada.

How can students help achieve these goals? They can:

- Promote membership recruitment and retention throughout the year.
- Work with CEC Headquarters to identify and recruit special education professionals who are potential members.
- Promote Advisor Appreciation Day on their campus, March 4, 1985.
- Explore the possibility of sponsoring a high school CEC club.
- Notify their department that they support the adoption and implementation of CEC Standards for the Preparation of Special Education Personnel.

For more information, contact Mary Kemper at CEC Headquarters.

Student CEC Announces Two Nomination Deadlines

- The Student CEC Executive Committee is presently accepting nominations for the 1985 **Susan Phillips Gorin Award,** initiated in 1981 to honor a regular CEC member who has demonstrated exemplary personal and professional qualities while making outstanding contributions to Student CEC and exceptional children.

To be considered for the award, an individual must be nominated to the Student CEC Executive Committee through written recommendations from *at least* two persons. Nominations must be postmarked no later than February 1, 1985, and sent to Mary Kemper, Program Specialist, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

- Nominations are also being accepted for the **Outstanding Student CEC Member of the Year Award.** The recipient of this award may be any current Student CEC member who has exhibited outstanding abilities and qualities. Do you know a student who has gone beyond the call of duty in serving Student CEC? Someone who has gone the extra mile? If so, he or she could receive this award.

Written nominations should be typed and include the candidate's name, address, telephone, and CEC chapter number, as well as a statement of at least one paragraph explaining why you feel this individual is worthy of the award. Nominations should have no more than two pages of supporting material attached. Nominations for this award must be postmarked no later than February 1, 1985, and sent to Mary Kemper.

Let's Hear from You

Student CEC chapter presidents, governors, and members are encouraged to submit chapter and association news to **Erma Gates,** 2614 Howard St., St. Louis, MO 63106, for possible inclusion in *Update*.

Student CEC Captures Historical Perspectives

Everyone who has taken an introductory course in special education has learned something about the milestone events in the history of our field. But history is not merely a summary of past events; it is the story of human passions, efforts, and accomplishments which are seldom recorded in textbooks.

Student CEC members around the country are capturing these personal perspectives by interviewing some of the individuals who have made significant contributions to the field.

Interviewees are being asked to share reminiscences about how and why they entered the field, to describe their first teaching situation, and to reflect on the people who most influenced their careers. They will also be asked to share words of wisdom for new teachers and to suggest ways that personnel preparation could be improved. The interviews will be recorded on tape and transcribed for future publication. The project is being coordinated by **Randy Bowles,** Student CEC Executive Vice-President.

For more information contact Randy Bowles, c/o CEC headquarters.

Call for 1985–86 SCEC Officers

The strength of any organization lies within its members and leaders. Student CEC is no exception and is looking for bright, enthusiastic students to serve as the 1985–86 International Student CEC officers. Serving as a student officer is a wonderful opportunity to learn more about CEC and to sharpen your professional leadership skills. If you are a student who is not employed full-time, we encourage you to consider this opportunity. For more information and further details about these positions, please contact Mary Kemper at CEC Headquarters.

ERIC Contract to Continue for Five Years

(Continued from p. 79)

Special Education Programs, was made part of the total contract. It is the purpose of this project to assess and disseminate the gains in knowledge that have been made in the education of exceptional children and in the preparation of teachers and administrators as a result of SEP funded research.

The following people are serving on the Advisory Board to the Clearinghouse: **Judy Ashmore,** Jefferson County, KY Public Schools; **Michael Behrmann,** George Mason University; **Patricia Cegelka,** San Diego State University; **Philip Chinn,** East Texas State University; **Terry Eidell,** Appalachia Educational Laboratory, Inc.; **George Fichter,** Ohio Department of Education; **Susan Flowers,** National Rehabilitation Information Center; **Leone Hanson,** Fairfax County, Virginia Public Schools; **Thomas O'Toole,** Montgomery County, Maryland Public Schools; **Roslyn Rosen,** Gallaudet College; **Win Tillery,** School District of Philadelphia, PA; **Mary Margaret Wood,** University of Georgia.

Donald K. Erickson is Director of the Clearinghouse and Dorothy Beling, June B. Jordan, and Lynn C. Smarte are Associate Directors. Other personnel include: Jean N. Nazzaro, writer/editor; Carol Lloyd, abstractor; Betty Amos, administrative assistant; Janet Drill and Pauline Moran, information specialists; and Joan Flamm and Beverley Gardner, secretaries.

Nominations Reminder

1985 J. E. Wallace Wallin Award
Deadline: January 4, 1985

1985 Clarissa Hug Teacher of the Year Award
Deadline: January 21, 1985

For specific information on submitting nominations for the Wallin Award, see p. 90 of the September issue of *Exceptional Children;* for the Hug Award, see p. 263 of the November issue of *Exceptional Children.*

Greer Appoints Staff Committee to Identify Program Priorities

Executive Director Jeptha V. Greer has established a staff Program Advisory Committee to make recommendations to him on priorities for total program directions for CEC.

Activities of the committee include (a) gathering of information and identifying needs, issues, and concerns in the field; (b) discussing and coming to a consensus on the priority areas for CEC's programmatic thrust; (c) setting program goals for at least a three-year period; and (d) involving governance, divisions, special education leaders, and the various audiences of CEC's membership in the information gathering process and identification of priorities. A series of telephone interviews is now under way.

It is expected that the results of the committee's efforts will be seen in the annual program budget. The priority area(s) should be evident in proposed activities across departments—in governmental relations thrusts, special publications, the journals, conferences, seminars, workshops, convention themes, information materials to chapters and federations, and ERIC Clearinghouse projects and services. Such targeted planning and focused concentration in priority areas should clearly make CEC's professional position more visible, ensure the use of its resources to the best economic advantage, and create a strong impact on special education programs and services.

The staff committee members are: June B. Jordan (Chair), Donald K. Erickson, Susan Gorin, Jeptha V. Greer, Herbert Prehm, and Frederick J. Weintraub.

CEC Continues Leadership Role

(Continued from p. 79)

and other users about the software that is available.

CEC's role in the three-year project is to link developers and users through an annual special education software conference. The first conference is scheduled for May 2–3, 1985, in Washington, D.C. (See "Software Conference Planned for May" on p. 79 for more details on the conference.)

Center for Special Education Technology

On September 30, 1984, CEC began operation of the Center for Special Education Technology Information Exchange. Under the direction of Susan Elting, the Center will address the needs of special educators, administrators, and parents for more systematic awareness, planning, selection and use of technology for improving the quality of instruction for handicapped students.

The Center is a joint effort among CEC, JWK International, and LINC Resources. Working as one unit, these organizations are promoting the systematic collection and transfer of information about technology advances and applications among parents, educators, and administrators working with handicapped children and youth.

The Center is organizing a specialized information base to provide search and synthesis services on emerging technology research, applications, and implementation to users. The Center will also conduct an annual symposium on research and development issues in special education technology and will strengthen the mechanisms for transferring information among special education researchers, practitioners, and policy makers. The resources of the Center will be accessible to special educators by phone, mail, electronic networks, and a telephone hotline and taped message system.

Workshops
Sessions
Networking
Site Visits
Exhibits

A National Conference on Secondary, Transitional, and Postsecondary Education for Exceptional Youth

Marriott Copley Place
Boston, Massachusetts
March 7-9, 1985

Set aside three days in March to share experiences, exchange information and find successful solutions with other professional educators. Help your children, your schools, your communities and yourself to an educational experience enhancing your potential with practical knowhow. Attend this vital gathering of teachers, counselors, administrators, coordinators and parents dedicated to independence and fulfillment of their children's highest levels of economic, personal, academic and occupational potential.

Sponsored by The Council for Exceptional Children and The Northeast Regional Resource Center

Charting the Course for Future Independence

Across the country new initiatives are being launched to improve the quality of programs that prepare exceptional students for personal and financial independence in their adult lives.

Views on what constitutes appropriate services for handicapped adolescents and young adults have changed since the passage of the Rehabilitation Act of 1973 and the Education for All Handicapped Children Act of 1975. Emphasis has now shifted from separate special education work programs to integrating students in vocational education classes, from sheltered workshops to competitive employment, and from limited employment opportunities to individualized career development plans.

Both The Council for Exceptional Children (CEC) and The Northeast Regional Resource Center (NERRC) promote the concept that we should provide exceptional students with the knowledge and skills necessary to attain their highest levels of economic, personal, and social fulfillment.

Key Benefits of Attendance

- Gain ideas for public-private sector cooperation
- Find out about federal funds available to support your innovations
- Learn about model programs in transition
- Meet the "experts" in transition
- Take home a special resource packet of up-to-date information on transition issues
- Discover the latest transitional techniques, curricula, and instructional materials
- Identify common problems confronting transition and discover solutions
- Meet your colleagues

Achievement of this goal requires cooperation of an array of education, rehabilitation, community, and business partners. This national conference will serve not only to inform participants of existing trends and options, but will inspire future innovation and creativity.

For your convenience, registration forms are included.

Who Should Attend

- **Special education administrators and teachers**
- **Vocational education administrators and teachers**
- **Regular education administrators and classroom teachers**
- **Social service agency administrators**
- **Special needs coordinators**
- **Guidance, rehabilitation, and career counselors**
- **Teacher educators**
- **Job training specialists**
- **Curriculum coordinators**
- **Business, labor, and industry representatives**
- **Parents and disabled individuals**

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Tax Deduction

An income tax deduction is allowed for educational expenses (including registration fees, cost of travel, meals, and lodging) incurred to maintain or improve professional skills.

A Reputation for Excellence

CEC and NERRC bring you a combined experience of over 60 years of professional training. Here's what attendees have said about the quality of our conferences:

"very professional . . . exactly what I needed to know" —local administrator

"best I've been to . . . very well organized" —state director

"tremendous variety of session offerings" —special education teacher

"extremely informative" —teacher educator

"outstanding presenters" —parent

How attendees rated CEC's most recent conference . . .
90% rated overall conference as "good," "outstanding," or "excellent"
60% gave individual sessions an overall rating of "outstanding" or "excellent"

General Sessions

Madeleine C. Will, *Assistant Secretary for the Office of Special Education and Rehabilitative Services (OSERS), is the top U.S. government official responsible for administration of federal programs in special education. She oversees the three components of OSERS: National Institute of Handicapped Research (NIHR), Rehabilitative Services Administration (RSA), and the Office of Special Education Programs (OSEP). Ms. Will is tentatively scheduled to address the conference on Friday morning. The address will focus on the new federal priorities, policies and initiatives toward the successful transition of disabled youth.*

Harold Russell, *Chairman of the President's Committee on Employment of the Handicapped, will speak to the conference Saturday morning. Mr. Russell, who lost both hands in a war-time accident in the Army, became a national symbol for courage when he won an Academy Award for portraying a handless sailor in the movie, "The Best Years of Our Lives." He is active in business as president of Harold Russell Associates, Inc., a firm which counsels contractors on the establishment of affirmative action plans for hiring handicapped workers. Mr. Russell will bring to the conference his personal and professional perspectives on preparing handicapped students to be productive adults.*

Schedule at a Glance

Thursday March 7, 1985	Friday March 8, 1985	Saturday March 9, 1985
Workshop and Site Visit Check-in 7:30-8:30 a.m.	Conference Registration 7:30 a.m.-5:00 p.m.	Conference Registration 7:30 a.m.-12:30 p.m.
Training Workshops 8:30 a.m.-4:00 p.m.	Conference Sessions 8:30-10:45 a.m. 2:00-5:30 p.m.	Conference Sessions 9:00-11:15 a.m. 2:00-4:15 p.m.
Site Visits 8:30 a.m.-4:00 p.m.	General Session 11:00 a.m.-12:30 p.m.	General Session 11:30 a.m.-12:30 p.m.
Conference Registration 1:30-6:30 p.m.	Exhibit Hours 9:00-11:00 a.m. 12:30-5:00 p.m.	Exhibit Hours 8:00 a.m.-11:30 a.m.
Federally Funded Project Profiles		
Exhibit Hall Opening and Networking Cash Bar 4:00-6:30 p.m.		

Exhibits

You will want to take full advantage of this opportunity to examine the latest books, teaching aids, equipment, and software available to you and your students.

The conference program is designed to allow time without conflict for you to give total attention to the exhibits. In addition, a "networking" cash bar will be held adjacent to the exhibit area Thursday evening from 4:00—6:30 pm.

100 Conference Sessions to Stimulate Your Potential Friday and Saturday

Participate in stimulating conference sessions that address a range of topics chosen to meet your needs. Here are just a few of the high calibre sessions:

- Experience Based Career Education for Exceptional Youth
- Vocational Assessment for Mildly to Moderately Handicapped Students: Linking Curriculum-Based in-school Processes with Community-Based Transitional Processes
- Follow-Up of Postsecondary Age Learning Disabled Dropouts and Graduates
- Training Parents as Advocates for Career Education
- Teaching Job-Related Social Skills to Facilitate School-to-Work Transition
- Partnerships with Business and Industry: A Transitional Model Implemented at the Local Level
- Planning the Transition of Students with Severe Handicaps from School to Adult Services: Required Components at the State Level
- Problems and Prospects in Postsecondary Education for Disabled Students
- Analyzing Industry to Improve Vocational Curriculum, Vocational Programming, and Increase Effective Job Placement
- Environmental Assessment: A Technique to Facilitate the Transition Process
- Preparing Special Needs Inmates for Living in the "Straight" World
- A No-Cost Transition Model for Multiply Disabled Young Adults
- Troubleshooting for Transition: "Job Matching" for Special Populations
- Emotional Disturbance and Juvenile Delinquency: Everyone's Problem Which Must Be Addressed Through Interagency Cooperation
- Expanding Vocational Options for Handicapped Youth Through Community-Based Training
- A Program for the Gifted Secondary School Student
- Work Adjustment/Employment Skills: A Service Delivery Perspective
- The Development and Coordination of Services for College Students with Disabilities
- Cognitive Training Program for Youths/Young Adults Having a Spinal Cord Injury
- Teaching Job and Life Skills to the Physically Handicapped Adolescent
- Utilizing Work Samples in Developing Assessment Methods and Program Content for Secondary Education Programs
- Identifying Valued Social Skills in Employment Settings
- A Model Alternative Occupational Program Linking Education, Industry and Technology
- The Importance of Transitional Policy in Providing an Effective Continuum of Services for Disabled Youth and Adults
- Strategies for Employment: A Supported Work Model

Limited Attendance Intensive Workshops Thursday

Diedre Hayden

Stephen Chitwood

Sign up for success in 1985 in the key area of transition that concerns you the most.

Choose from six highly practical one-day workshops designed to provide in-depth information and intensive skill development. To ensure availability of space, equipment, and handouts, workshop enrollment is by preregistration only, and each training session is limited to 45 participants. Workshops will be held on Thursday, March 7, from 8:30 a.m. to 4:00 p.m. Each workshop participant will receive a certificate for 0.6 Continuing Education Units (CEU) for participation in this intense day of professional development. Now is the time to reserve your place, so take a moment to read the descriptions and make your choice on the convenient preregistration form. The workshop fee includes registration, coffee, participant materials, and the 0.6 CEU.

W1 Parents and Professionals: Partners Planning for the Employment of Severely Handicapped Students

The purpose of this workshop will be to provide parents and professionals with the knowledge and skills necessary to effectively advocate for students with severe and profound handicaps in order to ensure a successful transition from school to work. The target student population are those labeled multi-handicapped, autistic, or profoundly mentally retarded. Participants will receive information about:

- Practical methods for improving the transition process.
- Employment alternatives available for individuals with severe handicaps.
- Supported employment options for severely handicapped.
- New roles and competencies for parents.
- An innovative parent-to-parent training program.

Handouts, videotapes, and slides will supplement the combination lecture/discussion format.

Workshop Leaders:

Paul Wehman *is the Director of the Virginia Commonwealth University Rehabilitation Research and Training Center which focuses on employment of individuals with mental retardation. Dr. Wehman has been an Associate Professor of Special Education at Virginia Commonwealth for nine years and his main research interests are in transition, employment, and leisure skills of those with severe handicaps.*

Diedre Hayden *is the Program Director of the Parent Educational Advocacy Training Center. Ms. Hayden is a parent training specialist with expertise in the legal aspects of educating handicapped children. She manages the design and implementation of the Parent Center's team training programs.*

Stephen Chitwood *is Professor of Public Administration of George Washington University, an attorney, and a parent of a child with special needs. His area of legal expertise is administrative law and education of handicapped.*

Special Interest Sessions

Networking sessions have been planned throughout the conference to give you the opportunity to meet with people in similar positions to get acquainted, wrestle with common problems, and swap experiences and ideas. You will also have the chance to interact with individuals from innovative research, demonstration, or personnel preparation projects which were recently federally funded.

Educational Site Visits Thursday

Gain insights to help strengthen your programs back home by visiting successful transitional programs in the Boston area. Choose one of three tour options, based on the type of program that interests you. Tours include examples of both in-school training and post-school support to develop work competencies.

Each tour will begin with a general introduction by the staff, followed by visits to classes and work sites. Since the programs will be in progress, the enrollment for each tour will be *limited to 10 people.*

Tours will depart from the conference hotel at 8:30 am on Thursday and return by 4:00 p.m. Inexpensive lunches will be available at the tour sites.

For details on tour sites and to reserve your place on the tour of your choice, see the Site Visit Form. The deadline for registering for a site visit is **February 4, 1985.** Please note that workshops and educational site visits are concurrent.

TOUR A: Business/industry partnerships that provide program- and community-based training to handicapped adults. Tour includes: Greater Boston Rehabilitative Services, W. E. Fernald State School, and South Shore Rehabilitation Center.

TOUR B: On-site programs for adolescents and adults. Tour includes: Boston College Campus School, Children's Hospital Supported Work Program, and Joseph P. Keefe Technical High School.

TOUR C: Programs for adolescents and adults that feature community based training for competitive employment. Tour includes: Transitional Employment Enterprises, Minuteman Vocational Technical High School, and LABB Vocational Training Program.

Iva Dean Cook

Patricia Sitlington

Cindy Okolo

W2 Interagency Collaboration: Crossing Traditional Boundaries

Interagency collaboration is necessary to provide a coordinated continuum of service to aid secondary age handicapped youth in their move from school into the community and the world of work. It requires new planning and strategies, administrative structures, communication avenues, and staff development programs. Presenters have identified keys to effective collaboration, and will provide participants with state of the art information concerning the planning, implementation, and evaluation of interagency programs. A successful model of interagency collaboration will be demonstrated by a team of local, state, and higher education agency representatives from West Virginia. In addition, workshop participants will be given advice on how to adapt this model to improve transitional services in their own settings.

Workshop Leaders:

Iva Dean Cook *is Associate Professor of Special Education, West Virginia College of Graduate Studies, Institute, West Virginia. Dr. Cook has had extensive experience in transitional programming for handicapped youth, both in the public schools and in higher education. She is a past president of CEC's Division on Career Development.*
Sandra Barkey *is Director of Special Education, Kanawka County Board of Education, Charleston, West Virginia.*
Mary Lou Busch *is Coordinator of Special Education and Early Childhood, Wood County Board of Education, Parkersburg, West Virginia.*
Jean Cary Davis *is Supervisor of Disadvantaged, Handicapped, and Work Study, West Virginia Department of Education, Bureau of Vocational, Technical and Adult Education.*
William Phelps *is Chief of School Services, West Virginia Division of Vocational Rehabilitation.*
Michael Valentine *is Director of Student Support Services, Texas School for the Deaf, Austin, Texas.*
Ellenda Ward *is Special Needs Coordinator, Cabel County, West Virginia Vocational Technical Center.*

W3 Interactive Vocational Assessment: Integrating Assessment with Transitional Programming

The emphasis of this workshop is on gathering informal assessment data during all phases of the vocational preparation process and on applying the results of this assessment directly to programming decisions for exceptional youth/adults. The specific goals of the workshop include:

1. To provide instruction and practice in the development of checklists, rating scales, interview forms, and other informal instruments relevant to vocational assessment.
2. To provide a framework for and hands-on experience in translating assessment results into programming recommendations.
3. To present an overview and demonstration of relevant uses of microcomputers in the vocational assessment process.

Workshop Leaders:

Patricia Sitlington *is an Associate Professor in the Departments of Special Education and Adult and Occupational Education at Indiana University. She has written numerous articles and conducted a number of inservice workshops in the area of vocational assessment. She is currently chairperson of the Ad Hoc Committee on Career/Vocational Assessment of the Division on Career Development within CEC.*
Cindy Okolo *is a Research Associate at the Center for Innovation in Teaching the Handicapped at Indiana University. She has been involved in several major research projects with secondary school special educators and students, and is currently involved in a federally funded research project to examine the use of microcomputers with mildly handicapped adolescents.*

Boston is at once a state capital, a university town, a great shopping city, a center of high technology, a place of varied entertainment, and a tourist attraction.

Whether it's the gas-lit streets of Beacon Hill, the churches around Copley Square or the famous Boston Common, the heritage of more than 350 years of history enriches life here as in no other American city. History buffs will want to walk the Freedom Trail that starts downtown and includes the Old State House, the Paul Revere House, and the Bunker Hill Monument.

Boston is the home of internationally known institutions such as the Boston Public Library, the Museum of Fine Arts, and the Boston Symphony. And only Boston has the Boston Pops.

Shoppers love the Faneuil Hall Marketplace, the Back Bay, and Harvard Square. Hundreds of restaurants feature seafood and delightful New England specialties as well as international cuisine. You can experience so much on even a brief trip. Most of Boston's treasures are within walking distance of each other and its subway system is one of the country's most convenient and economical.

Discount Air Fares

AIRFARES

- Airfare Through Major Carriers
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- No Minimum Stay Requirement
- Not Available to the General Public
- Obtainable Only Through the Toll Free "800" Number

Fare Guarantee: There may be a promotional fare lower than the convention fare to Boston. The reservation sales agent will provide a fare quote offering the lowest fare available.

PAYMENT INFORMATION

Airline ticket payment may be made by check, money order or major credit card. All checks and money orders must be made payable and mailed to:

Air Travel Service
1850 K Street, N.W., Suite 360
Washington, D.C. 20006

RESERVATIONS

To obtain super discount airfares, you MUST make reservations through the toll free number listed on this page. DO NOT call the airlines or the association national headquarters for discount airfare reservations.

Be prepared... before calling, please have the following information ready for the reservation agent:

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- Dates and times of departures and arrivals.
- Number of persons traveling (adults/children).
- Form of payment: check, money order or credit card (have credit card information ready).

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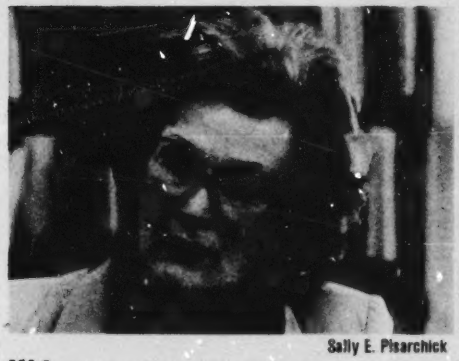
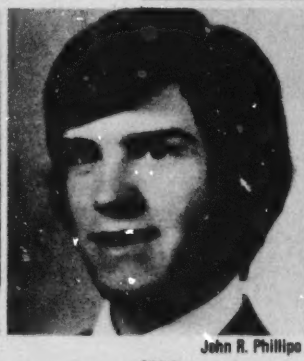
Exclusive travel arranged and provided by Air Travel Service, Washington, D.C.

Save money and reserve your place at this valuable, professional event when you preregister by February 4, 1985. Just use the Preregistration Form enclosed, check the workshop that will benefit you most, and mail it to CEC. All preregistrants will receive written confirmation and a schedule of conference sessions and events. And, to help you plan ahead to enjoy the sights and sounds of Boston, all preregistrants will receive a list of symphonic, theatrical, and other special events happening while you're there.



Sally E. Pisarchick

Barbara Berkovich



John R. Phillipo

W4 High Touch Management Strategies for Transitional Professionals

The focus of this workshop will be to acquaint professionals in transition with high touch management strategies that can be immediately put to work in any setting. Workshop participants will learn to:

- Accommodate critical change.
- Recognize stress signals.
- Evaluate and resolve conflict.
- Analyze communication and improve listening.
- Build team spirit and stimulate cooperation.
- Cut wasted time and boost productivity.

At the conclusion of this self-improvement workshop, participants will be able to achieve more of themselves, their clients, their bosses, and their staff.

Workshop Leader:

Sally E. Pisarchick *is currently the Associate Director for Cuyahoga Special Education Service Center. She has been an instructor at Kent State University, a Consultant Supervisor of Special Education in Columbiana County, Ohio and a secondary teacher of students in classes for the educable mentally retarded, learning disabled, gifted, and English Honors at Springfield Local High School, Mahoning County, Ohio. She has become well known as a lecturer on Stress Management.*

W5 From Remediation to Integration: Postsecondary Programs for Learning Disabled College Students

This will be an intensive workshop dedicated to creating an in-depth level of understanding concerning what a postsecondary program should offer the learning disabled student. The intent of the workshop will be to dovetail the efforts of the high school guidance counselor and parents in their selection of college programs for the learning disabled student who has had special education support. Workshop participants will learn:

- How to select the appropriate postsecondary program.
- What baseline information to collect for diagnostic purposes.
- Who are the support personnel in college.
- How to gain access to tutoring and counseling services in college.
- What information the prospective college student requires.
- How to evaluate student progress in college.
- When to make a recommendation that the student is ready for transition to a regular college program.

There will be ample time to answer questions as well as react to the lecture, handouts, and media material that will be part of the day's experience.

Workshop Leaders:

Barbara Berkovich *is the Director of the Individual Learning Program at the University of New England in Biddeford, Maine. She is also the Director of the Learning Development Clinic, a private agency that evaluates and plans curriculum for school aged students.*

Vernon Owen Grumbling *is the Director of the Learning Assistance Center at the University of New England in Biddeford, Maine, and he is Assistant Professor in the Division of Liberal Learning.*

Clayton Pinette, *is an Associate Professor for Developmental Studies at Bangor Community College, Bangor, Maine.*

W6 Alliances That Work: Ways to Link Industry, Education, and Technology

This workshop will provide participants with practical strategies for developing cooperative ventures between industry, education, and technology in order to produce more effective school-to-work transitional programs for exceptional youth. Case study analyses and handouts will illustrate specific:

- Strategies for developing alliances between the public and private sector.
- Procedures for assessing needs and evaluating outcomes.
- Training program components and their subsequent benefits.
- Program costs and potential funding sources.

In addition, a panel of representatives from industry and social service organizations will discuss their roles in successful training partnerships as well as react to the issues raised by workshop participants.

Workshop Leaders:

John R. Phillipo, *the former Director of Project COFFEE (Cooperative Federation for Education Experiences) consults with school districts, educational service centers, and departments of education on the design of transitional programs which integrate education, industry, and technology.*

Wendy Hansen *is director of Project COAP (Center for Occupational Awareness and Placement), a state validated school-to-work transition program for special needs young adults 15 to 22 years of age.*

Michael Odem *is Manager of Educational Relations for Digital Equipment Corporation.*

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PREREGISTRATION APPLICATION
CEC/NERRC NATIONAL CONFERENCE ON SECONDARY, TRANSITIONAL, AND POSTSECONDARY EDUCATION FOR EXCEPTIONAL YOUTH

Save time and money by preregistering by February 4, 1985. Preregistrations postmarked after February 4 will **not** be accepted. On-site conference registration, single-day tickets, and exhibits-only passes will be available for purchase, on a space available basis, beginning at 1:30 p.m. on Thursday, March 7, in the conference registration area on the 4th floor of the Marriott. *Written* requests for refunds, minus 20% administrative costs, will be honored *only* if postmarked no later than March 9, 1985. To preregister, mail the completed form below, along with your check, credit card information, purchase or money order, payable to CEC, to Department of Professional Development, The Council for Exceptional Children, 1920 Association Drive, Reston, VA 22091.

First Name _____ Last Name _____

Employing Agency _____

Street _____

City _____ State/Province _____ Zip/Postal Code _____ Area Code/Phone _____

If a CEC member, please fill in membership ID # _____

Please charge by bankcard account for preregistration

Visa Card # _____ or Master Card # _____

Expiration Date _____

Signature _____

Canadian credit card transactions will be billed at the current rate of exchange.

OVER

APPLICATION FOR HOUSING ACCOMMODATIONS
CEC/NERRC NATIONAL CONFERENCE ON SECONDARY, TRANSITIONAL, AND POSTSECONDARY EDUCATION FOR EXCEPTIONAL YOUTH

Mail to: Boston Marriott Copley Place Hotel
110 Huntington Avenue
P.O. Box 791
Boston, Massachusetts 02117-0791

Confirm reservations to: (Only one confirmation will be sent for each reservation)
Reservations must be received by February 14, 1985, to be assured of a room.

Name _____

Street or Box _____

City _____ State _____ Zip _____

Special low conference rates have been arranged at the Boston Marriott Copley Place, located in the heart of the fashionable Back Bay. The hotel features five fine restaurants and lounges and is within easy walking distance of fine shops, art galleries, theaters and famous landmarks. To reserve your room, just send the Hotel Reservation Form directly to the Marriott with one night's deposit.

For your convenience, all conference and workshop sessions are housed under one roof.

NOTE: In order to obtain CEC rates, use this official form and send directly to the Boston Marriott Copley Place Hotel at the above address. Changes or cancellations must be made through the hotel, telephone 1-800-228-9290. If the reservation is not honored by 6:00 pm on the day of arrival, the room will be billed for one night and the reservation will be cancelled.

OVER

March 7-9, 1985 — **Boston, Massachusetts**

EDUCATIONAL SITE VISIT REGISTRATION
CEC/NERRC NATIONAL CONFERENCE ON SECONDARY, TRANSITIONAL, AND POSTSECONDARY EDUCATION FOR EXCEPTIONAL YOUTH

To reserve your place on the tour of your choice, send this form with a check for $7.50, payable to Trinity College, to:

Karen Fox
NERRC
Trinity College
Colchester Avenue
Burlington, VT 05401

The deadline for registering for a site visit is **February 4, 1985.** No on-site registration is available for tours.

Name _____

Street or Box _____

City _____ State _____ Zip _____

Remember! Workshops and site visits are held at the same time. If you are signing up for a workshop you will be unable to attend a site tour. The enrollment for each tour is limited to 10 people. Sign up early to reserve your place.

OVER

Training Workshop Selection—Workshops have limited enrollments. Since they last 6 hours and run concurrently, you can be enrolled in ONLY ONE. Please indicate your first and second choice by workshop number:

1st Choice _____ 2nd Choice _____

Training Workshop Fees	Preregistration (Only)
1. CEC Regular Member	$120.00
2. CEC Student Member*	75.00
3. Regular Non-Member	145.00
4. Student Non-Member*	90.00

Total enclosed for Workshop ..... $

Conference Fees	Preregistration	On-Site Registration
5. CEC Regular Member	$70.00	$100.00
6. CEC Student Member*	35.00	50.00
7. Regular Non-Member	95.00	125.00
8. Student Non-Member*	50.00	65.00

These rates will be in effect during Conference week.

Total enclosed for Conference ..... $

Total enclosed for Workshop and Conference... $

NOTE: Disabled? For special assistance, please inform CEC Headquarters as far in advance as possible. Services available include escorts/readers for the visually impaired, interpreters and TTY for the deaf, and wheelchairs for the physically handicapped. Please attach requirements to this form.

*Student Advisor's Signature Required

_____

Present Position/Role(s)

☐ Administrator ☐ Curriculum Developer ☐ Researcher ☐ Parent ☐ Evaluator
☐ Teacher ☐ Rehabilitation Specialist ☐ Counselor
☐ Teacher Trainer ☐ Related Service Provider ☐ Other (specify) _____

CEC USE ONLY: _____ _____

• • • •

Laureate Learning Systems...

because a Good Microcomputer Isn't Enough!

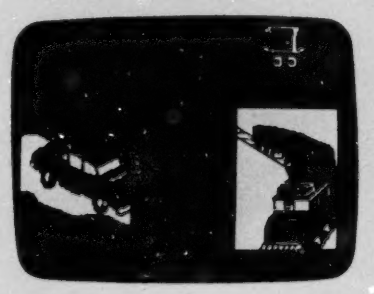
Microcomputers are helping handicapped children overcome obstacles that once severely limited their ability to interact with the world around them. Effectively harnessed, the power of the microcomputer can directly benefit their lives.

But quality software is essential.

At Laureate Learning Systems, we know that a microcomputer is only as good as the software that runs it. That's why we develop quality programs for Special Education and Communication Disorders. Our * award-winning programs are designed by experts in the field to meet the needs of handicapped individuals. And they don't just offer exciting animation and colorful pictures. They help build essential communication skills.

Very special features.

Our programs have several levels of instruction to maximize learning and easy to use menus to provide flexibility and control. Natural sounding speech serves to motivate and guide the learner, making them completely appropriate for non-readers. And the single switch option insures that individuals with a wide range of handicapping conditions have access to the programs.



Send for your free booklet.

You can help your students improve basic communication skills. Our audible programs offer exciting, effective language remediation. To learn more, send for your free copy of our booklet, "Audible Software for Special Education and Communication Disorders."

Laureate Learning Systems
One Mill Street
Burlington, VT 05401
(802) 862-7355

*The Council for Exceptional Children's National Software Search.

Make a Little Magic

CEC's 63rd Annual Convention
April 15–19, 1985
Anaheim, California

Come Find the Magic

at special education's largest annual get-together. Here's your chance to keep current in your profession, share ideas, make new friends, renew old acquaintances. The CEC Annual Convention is the place where teachers, administrators, teacher educators, students, parents, and support personnel meet to explore the issues, learn new skills, and examine the latest technology and curriculum materials—all in an effort to improve the quality of education for handicapped and gifted students. The sparkle you'll take home with you will last all year long!

The Magic Partnership

"Parents, Schools, Community—Partners Together" is the emphasis of this year's convention sessions.

- **Over 600 professional sessions** highlight such topics as transition of secondary handicapped youth into competitive employment; parents and educators as partners in educating gifted and talented youth; improving special education services for adolescents with learning disabilities; rural special education service delivery; and more.
- **Division Identity Day** features sessions selected by CEC's 13 divisions on administration, behavioral disorders, mental retardation, educational diagnostic services, communication disorders, career development, learning disabilities, early childhood education, physically handicapped, teacher education, technology and media, gifted and talented, and visually handicapped.
- **Multifaceted Strands,** a series of intensive workshops, focus on topics such as the hearing impaired child and language learning; parents of exceptional children; home and school education; research; and seriously emotionally disturbed children.
- **Crackerbarrel Sessions** feature roundtable discussions where you can meet and talk with outstanding leaders in special education including Leo Cain, Samuel Kirk, Edwin Martin and Merle Karnes.
- **Tutorials** offer a personalized, informal setting where you can interact directly with presenters.
- **CEC's Exhibit Show and Grand Opening** provide a unique opportunity to examine at your leisure, the latest special education instructional materials, textbooks, tests, and software. *New this year:* You won't want to miss the Exhibit Grand Opening—a special bit of magic designed to get your convention week off to a great start. Tuesday, April 16, from 4:00 to 8:00 p.m. is the time, and the North Exhibition Hall of the Anaheim Convention Center is the place. If you preregistered for the convention (or if you register on-site before 8:00 p.m.) you'll receive a ticket for a free drink at the cash bar. If you made your convention air travel arrangements through CEC's official travel agent, Air Travel Service, be sure to be there between 5:00 and 7:00 p.m. for the grand drawing for two free airline tickets! Registration, product demonstrations, and the Personnel Recruitment Center will all be in full swing during this grand event.
- **The Personnel Recruitment Center** offers on-site interviews for special education employment positions throughout the country. While you're there, tap into SpecialNet's on-line electronic bulletin board to find out about more special education job opportunities.

- **Continuing Education Units** (CEUs) provide official inservice credit for the educational experiences you'll encounter at the convention.
- **The CEC Film Theater** is the spot where you can view the newest professional films.
- **Very Special Arts Festival** (VSAF) performances take place all during the convention week, and a special gala event is planned for Friday evening, April 19, with celebrities and VSAF performers (at the Anaheim Hilton).

Convenience: The Magic Word

All convention sessions and activities are located at the Anaheim Convention Center and the adjacent Anaheim Hilton (the headquarters hotel). Billed as the West Coast's largest convention facility, the Convention Center is located within walking distance of world-famous Disneyland. Hotels are located within a half-mile radius of the Convention Center (see map on p. 99).

The Magic of Anaheim

Bring the whole family to share the joys of Disneyland, Lion Country Safari, and much more. Anaheim, the largest city in Orange County, is the perfect base for a Southern California vacation. Explore miles of breathtaking Pacific coastline, outstanding beaches, charming shopping villages, excellent restaurants, and spectacular family entertainment attractions. Plan ahead to sign up for CEC's specially arranged tours (see p. 100), including Universal Studios, Beverly Hills, Knotts Berry Farm, the Queen Mary/Spruce Goose, and others.

Orange County has an extraordinary selection of shopping facilities, ranging from ultra-modern, enclosed shopping malls to waterfront shopping or quaint villages with specialty shops. With 80% of the days filled with sunshine, outdoor activities are always in season. The average April temperature ranges from a low of 50 degrees to a high of 70 degrees—clear and sunny with plenty of flowers in bloom.

Local Sightseeing Tours

Make the most of your visit to Southern California by signing up for one or more of these sightseeing tours arranged just for you at excellent rates. For your convenience, all tours (except Tour 9) depart the Anaheim Convention Center. Just send in the Sightseeing Tours Preregistration Form (see p. 100) and let Creative Destinations do the rest!

Win a Trip! Use Air Travel Service

Make your convention air travel plans through CEC's official travel agent, Air Travel Service, for *two* good reasons!

- You'll get the lowest possible airfare.
- You'll qualify to win a drawing for two FREE ROUNDTRIP AIRLINE TICKETS and SEVEN NIGHTS HOTEL ACCOMMODATIONS anywhere in the U.S.

Just call toll-free 800-241-5644. (See details on p. 97).

Be Part of the CEC Magic

The preregistration deadline for CEC's 63rd Annual Convention is March 18, 1985. Use the preregistration form (p. 101) and save money. Let's all meet in Anaheim and take home a little sparkle!

On To Hawaii!

Join your fellow CEC members for an unforgettable postconvention trip to Hawaii. Read all about it on page 96—it's an experience you won't want to miss! Call 202-293-1113 to reserve your place.

Aloha Hawaii

8 days/7 nights

$579.00 plus airfare

JOIN THE FUN WITH OTHER CEC MEMBERS APRIL 19-26 FOR AN UNFORGETTABLE ONE WEEK/2 ISLAND POST CONVENTION TRIP TO HAWAII!!!

OAHU — The sun & surf of world famous Waikiki Beach is only the beginning. Honolulu, rich in historical sites, easy living with golf and tennis and vibrant in nightlife. The intriguing combination of old and new make Honolulu a memorable city.

MAUI — A magnificent combination of 33 miles of glorious sunny beaches, excellent shopping a d superior dining & nightlife. Enjoy some of the finest golf, many water recreational activities or simply relax under the palms by the sea.

TOTAL PRICE

ONLY **$579** per person double occupancy for this two island 8 days/7nights dream vacation!!! One low price includes three (3) nights hotel accommodations at the Hyatt Waikiki on the island of Oahu from April 19-22 and four (4) nights hotel accommodations at the Maui Marriott on the island of Maui from April 22-26.

TOUR FEATURES INCLUDE

- Three (3) nights accommodations Hyatt Waikiki
- Four (4) nights accommodations Maui Marriott
- Flowered Hawaiian Lei Greeting upon arrival
- All hotel and airport round trip transfers
- Luggage in and out of each hotel
- Luggage transfers between all hotels and airports
- Interisland Jet Service between Oahu and Maui
- All airport state taxes
- Travel documents
- Experienced travel staff to assist on site at each hotel with sightseeing and recreational activities
- Hawaii travel desk provided at the convention registration area in Anaheim.

CONVENTION/HAWAII AIRFARE

The post convention trip offered on this page excludes round trip airfare. To ensure the best possible airfare package for you to attend the convention and continue on to Honolulu, please call Air Travel Service group department (202) 293-1113. Special round trip airfares are obtainable from your home city airport to Honolulu which will allow you to stop in Anaheim for the CEC Convention.

RESERVATION & DEPOSIT INFORMATION

All post convention trip reservations should be made prior to January 13, 1985 by completing the attached reservation form. All initial reservation forms must be accompanied by a 50% deposit. Upon receipt, a tour confirmation will be mailed to each participant.

IMPORTANT: Reservations made after January 13, 1985 are subject to availability and an additional service fee of $50 per person. Please make your reservations as soon as possible to ensure availability during this high volume period of Hawaii vacationers.

FINAL PAYMENT INFORMATION

Full payment is required in advance and must be received no later than March 13, 1985. Upon receipt of final payment, your tickets and travel documents will be forwarded along with helpful information on the post convention program.

CANCELLATION & REFUND INFORMATION

Full refund if cancellation is received in writing prior to March 13, 1985. Cancellations received after this date may be subject to charges levied by hotels, airlines or other suppliers and a service fee on handling any charges for administration and communication expenses.

GENERAL INFORMATION TELEPHONE NUMBER

(202) 293-1113

ASK FOR THE GROUP DEPARTMENT

Please call to ask any questions you may have about the post convention trip.

REGISTRATION FORM

Name _____ Number persons _____

Address _____ Total due $ _____

City/State/Zip _____ Deposit $ _____

Telephone (O) _____ (H) _____ Balance due $ _____

Make checks payable and mail to **AIR TRAVEL SERVICE**
1850 K Street, N.W.
Suite 360
Washington, D.C. 20006

Super Convention

AIRFARES TO ANAHEIM
63rd ANNUAL CONVENTION
APRIL 15-19, 1985

CEC has made an effort to ensure that you will have a one-call hassle-free experience when planning your trip to Anaheim, California!

AIRFARES

- Discounted Airfare Through Major Carriers
- No Advance Purchase Requirement
- No Minimum Stay Requirement
- Not Available to the General Public
- Obtainable Only Through the Toll Free "800" Number

FARE GUARANTEE

There may be a promotional fare to Los Angeles. The reservation sales agent will provide a fare quote offering the lowest fare available.

Win a Trip!!

GOOD NEWS! Make your convention air travel plans through CEC's official travel agent, AIR TRAVEL SERVICE, prior to April 1, 1985 and you qualify to win a drawing for TWO FREE ROUND-TRIP AIRLINE TICKETS and seven nights hotel accommodations (domestic travel). The drawing will be held during the Exhibit Grand Opening, Anaheim Convention Center, Tuesday, April 16, 1985 between the hours of 5:00 p.m.-7:00 p.m. Winner need not be present, however, the winner will receive an additional $100 cash bonus if they are present at the time of drawing.

RESERVATIONS

To obtain discounted airfares, you MUST make reservations through the toll free number listed on this page. DO NOT call the airlines or the association national headquarters for discount airfare reservations.

Be prepared. . .before calling, please have the following information ready for the reservation agent:

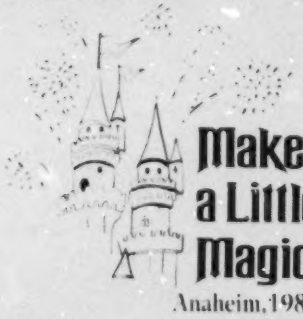
- Your home city airport.
- Dates and times of departures and arrivals.
- Number of persons traveling (adults/children).
- Form of payment: check, money order or credit card (have credit card information ready).

PAYMENT INFORMATION

Airline ticket payment may be made by check, money order or major credit card. All checks and money orders must be made payable and mailed to:

Air Travel Service
1850 K Street, N.W.
Suite 360
Washington, D.C. 20006

A computerized itinerary, airline tickets and complete instructions will be mailed to you via first class mail.



We've made it simple!!

Call Monday thru Friday 9:00 a.m.-5:00 p.m. Eastern Time

TOLL FREE NATIONWIDE

800-241-5644

Except Hawaii and Alaska call collect:

202-293-1113

Exclusive travel arranged and provided by Air Travel Service, Washington, D.C.

CEC's 63rd Annual Convention

Anaheim, California
April 15–19, 1985

Official Housing Request Form

Mail completed form to:

CEC Housing Bureau
P.O. Box 4270
Anaheim, CA 92803

Do not mail to CEC Headquarters Office. This will only delay processing.

Phone requests will not be honored.
A deposit of $50 is required (per room) to guarantee reservations; make checks payable to CEC Housing Bureau.

HOTEL PREFERENCE: See other side for list of hotels and rates. If your choices are filled, comparable accommodations will be assigned.

1. _____
2. _____
3. _____

Please check preference:
- ☐ Proximity to convention
- ☐ Rate (hotel) preference

Name of Occupant(s) (Please bracket those sharing)	Room Type	Rate Range	DATES	
			Arrival	

Mail confirmations to:

Name _____ Phone # ( ) _____

Company _____

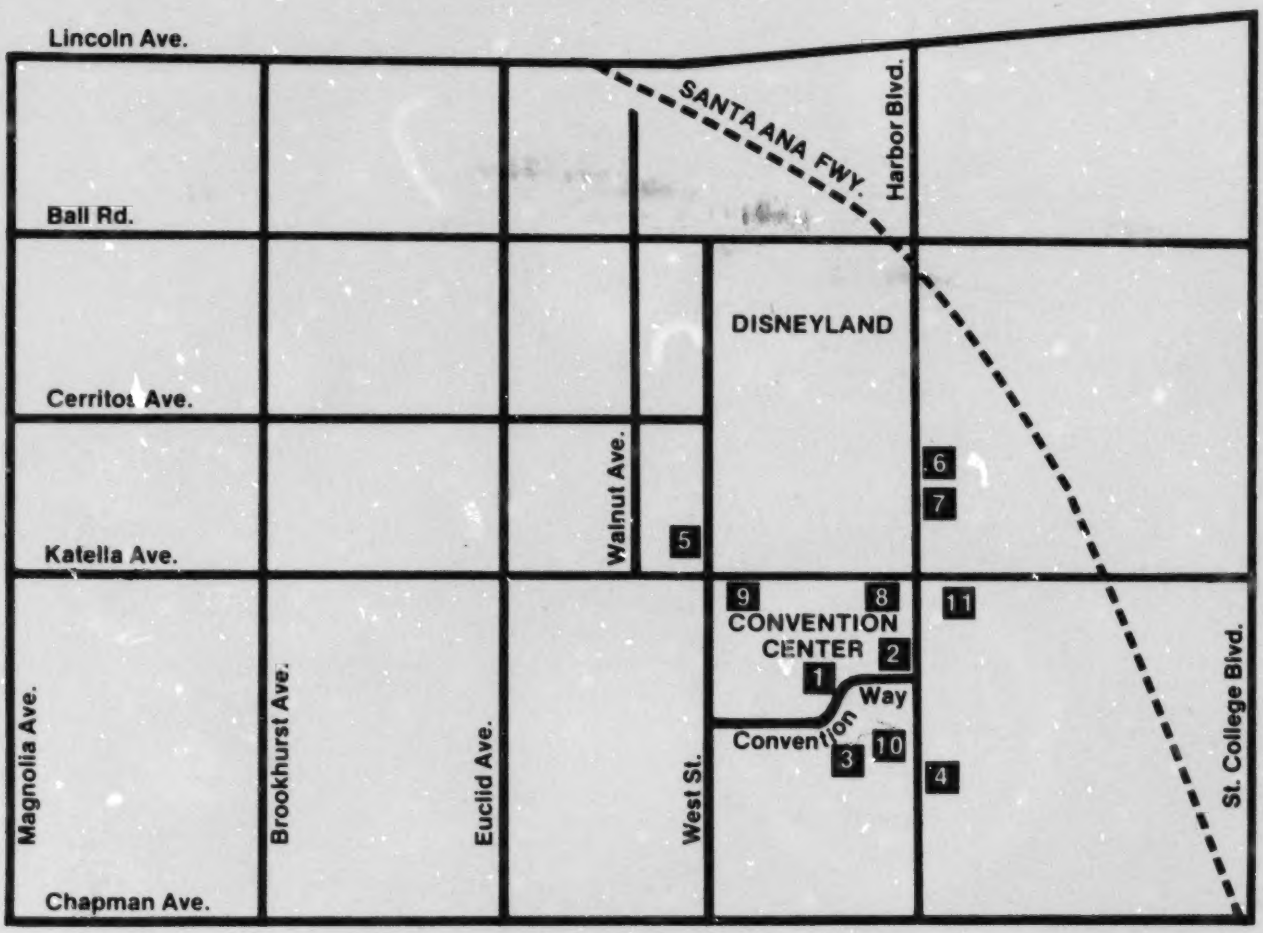
Street Address _____

City _____ State _____ Zip _____

NOTE: Reservations cannot be guaranteed unless received by March 15, 1985.

Please Note: If disabled, please describe what special housing accommodations are needed, or call CEC Headquarters for further information before making reservations.

Anaheim Housing Map



Name of Hotel	Single	Double/Twin	Triple	Quads	Suites
#1. Anaheim Hilton & Towers **Headquarters Hotel**	$69 ($88 Towers only)	$82 ($98 Towers only)	$94	$106	$250-$625
2. Anaheim Hilton at the Park	$66	$76	$86	$96	$170-$305
#3. Anaheim Marriott Hotel	$66	$74		$80	$150-$667
4. Anaheim Travel Lodge International	$36	$40		$46	
5. Apollo Inn	$60	$68		$68	$120
6. Grand	$73-$81	$79-$87			$183-$197
7. Hyatt Anaheim	$65	$70			$125-$300
8. Jolly Roger Inn	$52	$54			$65-$175
9. Magic Carpet Motel	$28	$30	$34	$38	
10. Quality Inn	$55	$65		$75	$150
11. Zaby's Motor Lodge	$36	$38-$42	$44	$44	

All rates listed above subject to 8% room tax.

Hotel offers rooms designed for the disabled.

SIGHTSEEING TOURS PREREGISTRATION FORM

The Council for Exceptional Children

All tours (but Tour 9) depart the Anaheim Convention Center, Sunday, April 14, through Friday, April 19, 1985. If disabled, please indicate your needs on this form.

Tour registration deadline is March 30. Confirmation will be sent to those who meet the deadline.

OUR NUMBER	NAME OF TOUR	WHEN	HOW MANY	TOTAL
1.	**Combination Universal/Beverly Hills Tour** Sunday 8:20 a.m.–6:00 p.m. See many of the popular landmarks of the Los Angeles area, including: Hollywood Bowl, Mann's Chinese Theatre, Beverly Hills and Downtown district, along with an extensive tour of the world's largest working Movie and T.V. studios—Universal Studios.		_____ @ $37.00	_____
2.	**Queen Mary/Spruce Goose** Sunday 1:00–6:00 p.m. Wed. 11:00 a.m.–5:00 p.m. Explore the acclaimed Queen Mary and the Spruce Goose at their permanent homes in the Long Beach area with lunch on own and shopping at the seaside village of Port's of Call.	_____ _____	_____ @ $27.00	_____
3.	**La Garment/Olvera Street** Monday 9:00 a.m.–3:00 p.m. Wed. 12:00 noon–6:00 p.m. Shop Los Angeles' largest wholesale garment center, with a Mexican style lunch included at Olvera Street—the birthplace of L.A.	_____ _____	_____ @ $25.00	_____
4.	**Universal Studios** Monday 1:00–6:00 p.m. Friday 9:00 a.m.–3:00 p.m. Tour the world's largest working movie and T.V. studio, complete with backlots, special effects, sound stages, and live action entertainment center.	_____ _____	_____ @ $29.00	_____
5.	**Newport Cruise/Lido Shopping** Tuesday 9:00 a.m.–3:00 p.m. Thursday 12:00 noon–6:00 p.m. A narrated cruise of Newport Harbor, the home of many celebrities, including a stop off at Roger's Gardens. Ample time for shopping at Lido or Balboa Islands.	_____ _____	_____ @ $20.00	_____
6.	**Beverly Hills/Hollywood Tour** Tuesday 1:00–6:00 p.m. Thursday 9:00 a.m.–3:00 p.m. See all the famous sights of these two cities: Hollywood Bowl, Mann's Chinese Theatre, Walk of Fame, Sunset Strip, celebrity homes, and Farmers Market.	_____ _____	_____ @ $21.00	_____
7.	**Harness Race** Thursday 6:30–10:30 p.m. A fun evening at the races including: transportation, admission, special, reserved seating, program, and cocktails.		_____ @ $25.00	_____
8.	**Tijuana Shopping Spree** Friday 8:20 a.m.–7:00 p.m. Travel along Southern California's majestic coastline to Baja California's world famous Avenida De Revolution, Tijuana, Mexico. Be surrounded by the sights, sounds, and bargains of Old Mexico.		_____ @ $27.00	_____
9.	**Knotts Berry Farm** All day Monday, Tuesday, or Friday Price includes all day passes and bus transportation from hotels to Knotts Berry Farm. Buses leave every half hour, all day. Check at front desk of your hotel.	_____ (Day)	_____ @ $19.00	_____

Total Amount of Check Enclosed $ _____

Please Make Check Payable and Send To:

Creative Destinations
13340 South Street
Cerritos, CA 90701

Name _____

Address _____

City _____

State _____ Zip _____ Phone # _____

April 15-19, 1985
Anaheim, California

PREREGISTRATION FORM
63rd Annual CEC Convention

IMPORTANT—DEADLINE FOR PREREGISTRATION
Postmarked no later than March 18, 1985

All persons submitting preregistrations postmarked after March 18 will be charged the on-site fee.

Preregistration may be completed by filling out the lower portion of this page and sending it, along with the appropriate fee or credit card information, to CEC Headquarters. Purchase orders are acceptable. On-site registration and purchase of Presidents' event, single day tickets and exhibits only passes will be available beginning at 7:30 a.m. Monday, April 15, in the registration area at the Anaheim Convention Center.

Non-CEC members can save money and benefit from CEC membership by applying a portion of their registration fee to membership dues. This is available during convention week only.

NOTE: All refund requests will be subject to a 20% administrative fee. If you are unable to attend the convention, submit notification in writing and return the badge intact. Sorry, refund requests postmarked after April 19 will not be honored.

Use your VISA or MasterCard to pay your preregistration fee.

Please charge my bankcard account for preregistration.

VISA Card# _____
Expiration date _____

OR

MasterCard Card# _____
Expiration date _____

Signature _____

NOTE: Be sure you have written telephone number where indicated below.

DEPARTMENT OF PROFESSIONAL DEVELOPMENT • THE COUNCIL FOR EXCEPTIONAL CHILDREN
1920 Association Drive, Reston, Virginia 22091-1589

PLEASE—ONLY ONE PERSON PER APPLICATION

CEC use only [W] [ ]

Please preregister me for the 63rd Annual Convention to be held in Anaheim, California, April 15-19, 1985. I understand that this entitles me to attend all professional meetings and convention features for the full convention week.
Preregistration and badge information: (Please type or print. Complete all items.)

1. First Name Last Name
2. Employing Agency
3. Street
4. City State Zip
5. Area Code & Phone

Non-academic Continuing Education Units (CEU's) will be available on-site ONLY.
One CEU equals 10 contact hours.
Each CEU for CEC member - $9.00
Each CEU for non-CEC member - $12.00

6. If member, please fill in membership I.D. Number _____
(If members register on-site, proof of membership is requested)
7. First CEC convention attended? yes ☐ no ☐
8. Please check ONE box only that most accurately pertains to you.

☐ 01 Director of Special Education
☐ 02 Principal-Public School-Elem.
☐ 03 Principal-Public School-Second.
☐ 04 Principal-Dir. Private School
☐ 05 Superintendent
☐ 06 Regular Class Teacher-Elem.
☐ 07 Regular Class Teacher-Second.
☐ 08 Special Educ. Classroom Teach.
☐ 09 Special Educ. Resource Teach.
☐ 10 Speech
☐ 11 Psychologist
☐ 12 Counselor
☐ 13 Soc. Worker
☐ 14 Prog. Supvr.
☐ 15 Teacher Educator
☐ 16 Parent
☐ 17 Student
☐ 18 Other (please specify) _____

NOTE: Disabled? For special assistance, please inform CEC Headquarters as far in advance of convention week as possible. Services available include escorts/readers for the visually impaired, interpreters and TTY for the deaf, and other special equipment for persons in wheelchairs. Please attach requirements to this form.

9. Please fill in the appropriate lines:

	Preregistration Fee		On-Site Registration Fee
1. CEC Regular Member	$50.00	_____	$ 70.00
2. CEC Student Member	$15.00	_____	$ 25.00
3. Regular non-CEC Member	$80.00	_____	$100.00
4. Student non-CEC Member*	$30.00	_____	$ 40.00

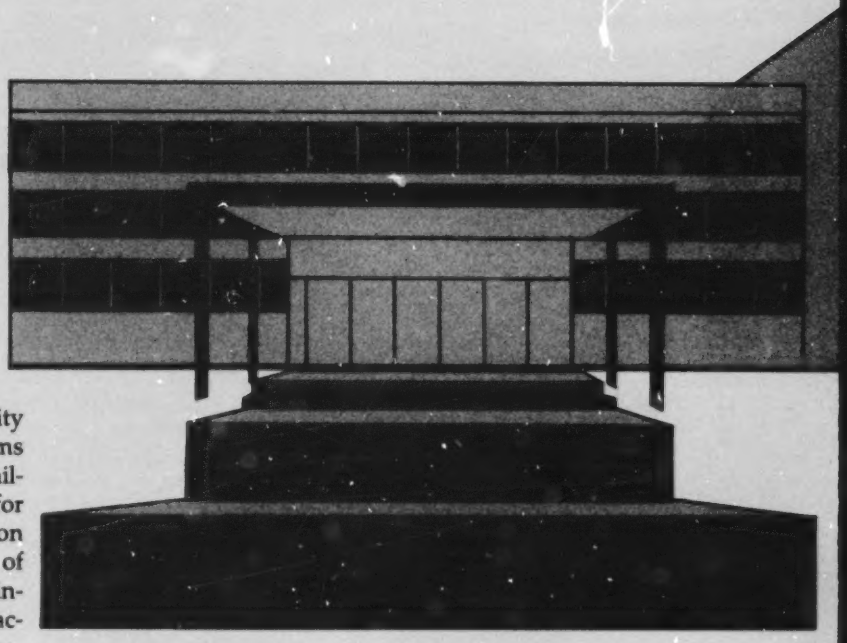
These rates will be in effect during the convention week. PREREGISTER and save time and money.

U.S. and Canadian currency only. All credit card transactions will be billed at the current U.S. rate of exchange.

*To be eligible for either student registration or student membership, the advisor must verify student status with signature.
Advisor's Signature _____

The Effective Schools Movement and Special Education

Libby Goodman



■ "Isolation" of special education teachers and children from communication and interaction with regular education is a problem which special educators recognize and with which they have attempted to deal in many ways. Efforts have been made to sensitize regular education teachers to special education; to heighten community awareness of special education programs and the accomplishments of special children; to gain acceptance and access for atypical children into regular education classrooms and programs. As a means of establishing communication and positive interaction, thereby gaining access and acceptance for their students, special education teachers often shared their specialized techniques with regular education teachers. Clearly, diagnosis and assessment, individualization of instruction, and classroom management are all areas of expertise for special educators from which regular education teachers can benefit.

It seems that regular education may now be the source of critical information and practices which will be of benefit to special educators. Regular education is in the throes of what has become known as the effective schools movement. It is essential for special education teachers to become attuned to what is happening in regular education, for the impact of this movement will not be confined to regular education; special education will feel its effects, as well.

VARIABLES AFFECTING ACHIEVEMENT

The effective schools movement, sparked by an accumulating body of research data, has refocused attention upon school and classroom variables, under the teacher's control, related to student performance. As a result of this research, many educators are reconsidering and rejecting the notion that schools make little or no difference in the lives of children—a conclusion gleaned by many from the 1966 Coleman report and other such reports of that era (Jencks et al., 1972).

A renewed interest in instructional variables under the teacher's control has yielded a body of research—by no means complete—which has identified instructional and leadership variables that affect school achievement positively and directly. Of the many themes emerging from the growing literature on effective schools, certain ones are dominant:

- school leadership
- academic engaged time
- expectations for achievement
- monitoring student performance
- school climate
- classroom management
- direct instruction
- parent involvement
- small teacher/student ratio
- consistency of curricular objectives and test content

A closer look at six of these variables reveals a great deal of compatibility with existing special education practices. A few examples will illustrate this point.

Academic Engaged Time

The amount of time that students are actively engaged in and attending to the task at hand is termed *academic engaged time*. It is to be distinguished from *allocated time* that merely represents the block(s) of time set aside for daily school activities including academic subjects. Mounting research demonstrates that the amount of engaged time is related to achievement outcomes (Berliner, 1982; Brookover, 1981; Karweit & Slavin, 1981; Frederick & Walberg, 1980; Medley, 1980). An awareness of the importance of student engaged time highlights the need for effective management to facilitate student involvement in learning tasks. We must appreciate that time is one of the resources of the school totally under the control of teachers. And current research is telling us that school time can be directed and manipulated in ways that are beneficial to our students.

The concept of academic engaged time should sit well with special educators who have long been concerned with "on-task behavior." Focusing student attention and activity on appropriate tasks has been a major concern of special educators, particularly in programs for the socially or emotionally disturbed, where behavior modification techniques are widely and successfully employed. The emerging research on effective schools adds to our understanding of student involvement with academic tasks. We need to grasp this research and test its applicability to special education. Replication is needed to establish optimal applicability to atypical populations and to reveal the extent to which student characteristics confound the relationship between time and learning.

Direct Instruction

This encompassing descriptive term denotes a classroom environment characterized by

> . . . high levels of student engagement within teacher-directed classrooms using sequenced, structured materials [and] teaching activities focused on academic matters where goals are clear to students; time allocated for instruction is sufficient and continuous; content coverage is extensive; student performance is monitored; questions are at a low cognitive level and produce many correct responses; and feedback to students is immediate and academically oriented. In direct instruction, the teacher controls instructional goals, chooses material for the student's ability level, and paces the instructional episode. Interaction is characterized as structured, but not authoritarian; learning takes place in a convivial academic atmosphere.

This descriptive definition of direct instruction is that of Barak Rosenshine (1980, p. 12), a prominent figure in the effective schools movement. However, it is likely that many special education teachers would feel quite comfortable with the definition had it been put forth as a description of a desirable special education classroom. Indeed, many of the definition's salient points (sequenced structured materials, academic focus, monitoring of student performance, feedback, etc.) are principles of classroom management long espoused and practiced by special educators. The concept of direct instruction espouses a learning environment which meshes well with many of the highly directive and structured approaches of special education, such as Hewett's engineered classroom (1968), Deno and Mirkin's (1977) data-based approach to program management, and a host of diagnostic-prescriptive teaching approaches.

Monitoring Student Performance

This essential characteristic of effective schools has long been a hallmark of special education practice. Monitoring student performance is part of special education's diagnostic-prescriptive methodology. Student performance is assessed at the preinstructional phase to determine status level, specific strengths/weaknesses, academic needs, and optimal teaching strategies. Close, even continuous, monitoring is employed during the instructional phase to gauge progress, to ascertain the mastery of specific skills, and to indicate when instructional or curricular changes are needed. Systems for curricular monitoring and management abound in special education. One might speculate that special educators have helped to sensitize the larger educational community to the need for the monitoring of student performance.

Consistency of Curricular Objectives and Test Content

Consistency between instructional content and the content of testing instruments is a major thrust of the criterion-referenced testing movement. The instructional utility of criterion-referenced tests is often cited as the reason underlying their popularity and wide use in special education. The erroneous and variable outcomes which can result from a lack of consistency between tests of achievement and curricular content was demonstrated by Jenkins and Pany (1978) in a

study of elementary reading curricula and selected standardized achievement tests. Many others echo their sentiments regarding the benefits of criterion-referenced tests and limitations of standardized tests.

The key point for special educators is that of instructional utility. This concern also contributes to a growing awareness in regular education of the need for consistency across curricula and testing programs. In addition to individual assessment, educators need to be concerned about demonstrating programmatic effectiveness for class units, school buildings, and even larger designated groups of children. The match between curriculum content and test content is a very important issue when viewed from this perspective. Lack of consistency in this regard may be one reason for education's generally poor showing on instructional effectiveness.

School Climate

The effective schools research has pinpointed school climate as an important effectiveness variable. The picture which emerges from the research literature is that of a school which is orderly and disciplined, a school which has a strong commitment to academic achievement, a school where teachers and students are clearly supported in the teaching-learning process, and a school in which high expectations for student achievement prevail. Some more specific features of a productive school climate are the use of effective instructional techniques, an emphasis on test-taking and test-taking skills, lack of unnecessary interruptions, and clearly stated school goals and objectives. In sum, school is a place for learning and a place conducive to effective instructional activity (Rosenshine, 1983).

Once again, it would be difficult to imagine special educators objecting to the concept of a positive school climate or to the description offered. Special educators would, I believe, hope that such supportive learning environments could be found more widely in regular education and that special education teachers and children could share in the benefits.

School Leadership

School leadership is another emerging key variable of effective schools (ERIC, 1981; Purley & Smith, 1982). The role of the principal has come under close scrutiny, and the research reveals that differences in leadership styles do make a difference in the overall achievement of children and the well-being and enthusiasm of teachers. A uniform profile of the effective principal has not emerged. Rather, a constellation of desirable qualities and behaviors have been suggested, including instructional leader. innovative, resourceful, visionary, committed to school improvement, holds high expectations for student achievement, monitors students and teachers, and so on (Cawelti, 1984; DeBevoise, 1984; Sergiovanni, 1984). Individual principals will differ and situational variables require different qualities of leadership. What cannot be denied is the critical role of the principal in the effectiveness of the school.

Special educators have long recognized that the principal is critical to the success or failure of special education in regular school buildings. It is the principal who "leads" the staff and school toward acceptance or rejection of special children. We can only hope that principals will recognize their critical roles and practice effective leadership behaviors to advance the integration, achievement, and success of their special education students.

WHAT'S IN IT FOR US?

The effective schools movement in regular education has focused on the instructional process and school environment, and has revealed classroom and leadership practices which enhance student achievement. These practices are generic in nature; that is, they are applicable across various classrooms, subject areas, and regular and special populations. In fact, they are emerging as a body of research-supported "best practices" from which all teachers can benefit. The principles underlying these practices are certainly familiar to special education teachers, albeit under different labels, and are in evidence in countless special education classrooms.

If in fact these practices are, to a large extent, already part of the special educator's repertoire, why is special education in general lacking evidence of instructional and programmatic effectiveness (Glass, 1977, Ysseldyke & Algozzine, 1982). It is a sad fact that special educators have little evidence to offer beyond the sheer numbers of children served, teachers employed, dollars spent, and so on. There is meager data on student achievement outcomes and virtually no data on student movement out of special education (Algozzine & Ysseldyke, 1983). The ever increasing numbers of special education students, especially in programs for the mildly handicapped, have fueled a growing backlash against special education. Special educators must become concerned about program effectiveness.

There is yet another reason why special educators, especially teachers of the mildly handicapped, should be attuned to the effective schools movement and research. It is hoped that increasing the effectiveness of regular education programs for underachieving students in general will lessen the pressure on special education to absorb increasing numbers of underachievers into LD, EMR, and ED classes. Can anyone deny that special education classes have been used inappropriately as the placement alternative for far too many underachieving and/or disruptive nonhandicapped students? The development of regular educa-

tion compensatory and remedial education options is essential to both regular and special education. Regular education must learn to deal with the needs of its nonhandicapped problem learners, while special education must refocus its efforts and resources on truly handicapped children. The effective schools movement is a giant step in the right direction toward essential goals. Special educators had better be listening.

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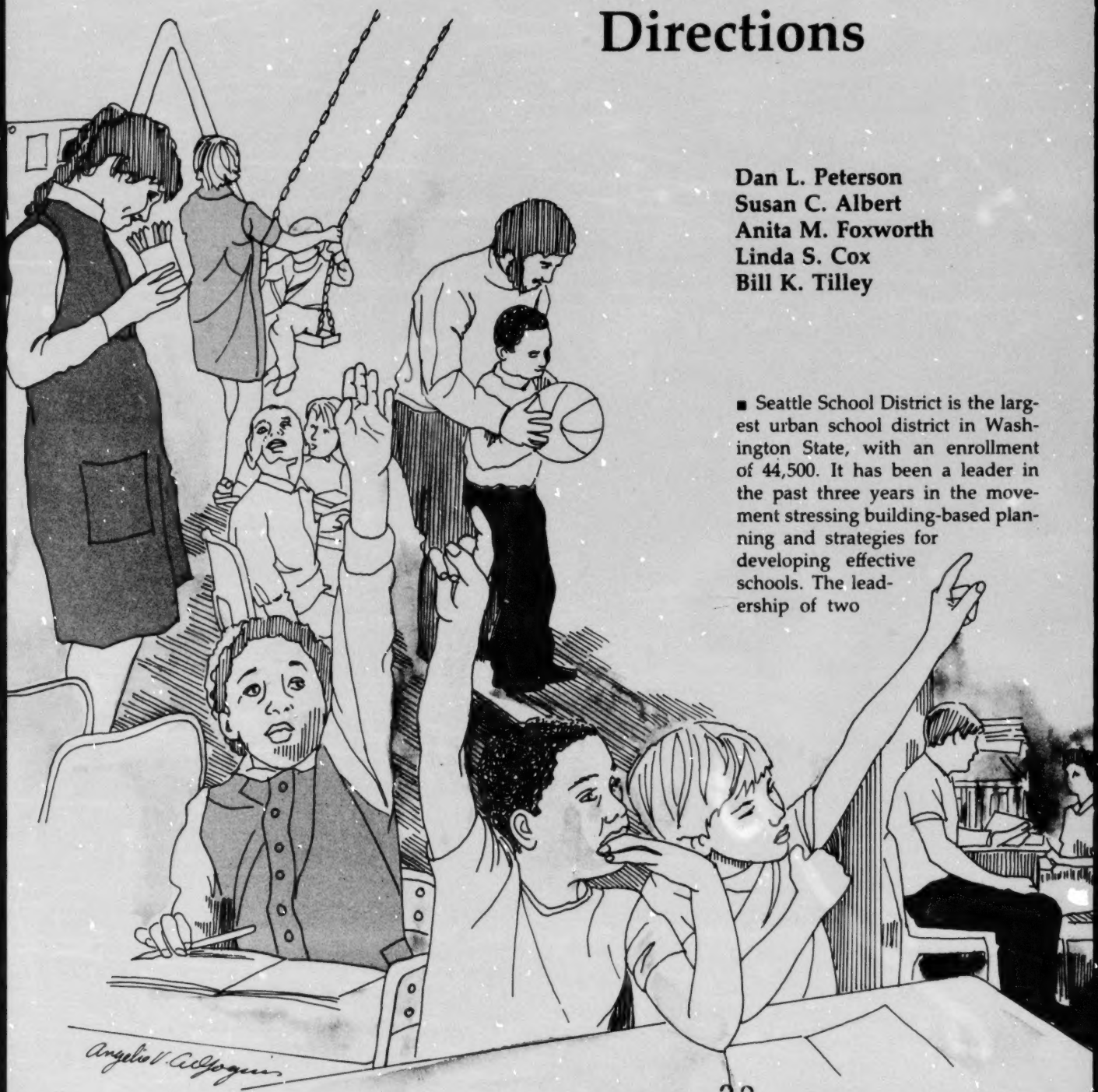

■ Seattle School District is the largest urban school district in Washington State, with an enrollment of 44,500. It has been a leader in the past three years in the movement stressing building-based planning and strategies for developing effective schools. The leadership of two

superintendents, local university staff, and the school board provided the impetus to help ensure that every child is educated in an effective school. This article describes the role the Student Support Services Department has taken for assuring that special education students benefit from the effective schools effort.

WHAT IS AN EFFECTIVE SCHOOL?

In terms of student outcomes, an instructionally effective school is a school where *all* students: (a) master basic skills; (b) seek excellence in all subject areas; and (c) demonstrate achievement through systematic testing (Houston & Andrews, 1983). The organizational characteristics in terms of student outcomes are applied to *all* students and *all* teachers.

According to the *Effective Schools Seminar Report* (1982) basic academic skills include reading, writing, and mathematics. Mastery is attainment of a level of achievement established by the district. Academic excellence is achievement at a maximum level for each individual. Systematic testing of achievement consists of a combination of teacher-made tests, objective/criterion-referenced tests to specify mastery of instructional objectives, and standardized tests. Mainstreamed special education students are assessed for the same mastery as other students.

The twelve characteristics of effective schools identified by the Seattle school district expand upon those commonly found in the effective schools literature. Through an "Effective Schools Seminar" process, community members, school staff, parents, and students further defined the characteristics of an effective school.

An effective school is one which has the following twelve characteristics:

1. Clear goals
2. Strong leadership
3. Dedicated staff
4. High expectations
5. Frequent monitoring of student progress
6. Early identification
7. A positive learning climate
8. Time on task
9. Curriculum continuity
10. Multicultural education
11. Communication
12. Parent/community involvement

Using these characteristics, the department analyzed its programmatic direction so it could help building staffs meet the effective schools criteria, especially in instructional areas for students with handicaps. The analysis also revealed which characteristics needed more emphasis and improvement in the immediate future.

This article highlights three of these characteristics—parent/community involvement, time on task, and dedicated staff—in the context of current activities of the Department of Student Support Services. The characteristics of strong leadership, positive learning environments, and again, time on task, are discussed in terms of the department's future efforts.

CURRENT ACTIVITIES

Dedicated Staff

A dedicated staff works as a team in a highly professional manner to meet the needs of students. Seattle's staff exhibited their dedication to school improvement in their participation in and leadership on Effective Schools Planning Teams at each building. All staff participated in the definition and design of plans for meeting the twelve characteristics at the building level.

Another instance of dedication on the part of Student Support Services' staff was their response to a change in state regulations that required assessing 4,500 special education students to determine the need for an extended school year. Departmental staff responded to the very short time-line by assisting with the development of extended school year criteria and

Illustration by Angeline V. Culfogienis

the implementation of the required procedures, despite the unexpected workload in the closing months of school. They demonstrated a high level of professionalism in completion of the required activities.

Time on Task

The Student Support Services Department is committed to improving engaged time on appropriate tasks in the classroom. All mainstreamed students participate in the district's Prescriptive Reading Inventory, a computer-based reading management system. In addition, many special education teachers use direct instruction methods and materials for addressing students' deficit areas. At the high school level the department adopted a master-based written expression program, Project Write. All these programs focus on "time on task."

Parent/Community Involvement

Parent/community involvement has been a major objective for many years. Seattle's Special Education Advisory Committee is a hard-working, effective group composed of parents and professionals who advise the district regarding special education policies and procedures. Subcommittees are assigned to help improve secondary programs, vocational programs and least restrictive environment policies.

The department has a full-time parent involvement specialist who for the past six years has provided inservice to parents and staff. Over 400 parents attended presentations or participated in parent involvement program options last year. Inservice for staff focuses on methods of improving ongoing parent-teacher interactions (e.g., parent conferences) and utilization of community resources. To help improve communication, a newsletter called "Parents as Partners" is distributed to parents three times each year.

At the building level, a successful system of home activities entitled "Home Helpers" was developed for parents of preschoolers. Each week teachers send home a sheet with options for entertaining, brief, parent-child activities that reinforce skills.

Most high schools in Seattle have a PIPE (Private Initiatives in Public Education) committee composed of school and business people which concentrates on job exploration and job development activities. The department's prevocational center also has a PIPE committee. This exemplifies the commitment to include exceptional children in district community involvement efforts at the building level.

FUTURE DIRECTIONS

Strong Leadership

Seattle School District operationally defines strong leadership to mean that the principal is the instructional leader, is dedicated to the goals of the school, and is able to rally and mobilize all resources to accomplish goals. The Student Support Services Department recently received a three-year grant from the Office of Special Education (OSE) which has as its major focus the training of building principals. The outcome of this training will be effective coaching of special education and regular education teachers by principals for improved instruction of special education students. Principals will receive training in:

- More efficient/effective early identification of "at risk" students.
- Appropriate teaching methodologies in basic skills for all students with learning problems.

- Identification of teaching, consulting, and resource competencies to be demonstrated by special education teachers.
- Methods of clinical supervision/evaluation/coaching for improvement of instruction of special education teachers.

Clearly, the training of principals in these skills augments their ability to play a key role in fostering a cohesive, integrated faculty rather than one polarized into regular versus special educators.

Positive Learning Climate

> "Effective schools have an atmosphere that is orderly without being rigid, quiet without being oppressive, and generally conducive to the instructional mission. The climate is warm and responsive. Each student, staff member, and parent feels welcome and free to grow" (*Effective Schools*, 1982).

The principle of a positive learning climate applies not only to the physical environment of the classroom but also, and especially, to the psychological environment. As more and more students with handicaps are educated in mainstream settings, it is imperative that the climate be one which is psychologically conducive

to their learning. Indeed, a salient factor in the successful implementation of the least restrictive environment (LRE) is a positive attitude toward LRE practices within the school. The Inservice Unit within the Student Support Services Department is developing training

modules designed to enhance both teacher and peer receptivity to students with handicaps and thereby work at establishing a more positive learning climate for students.

Time on Task

An inservice workshop recently designed to assist classroom teachers with increasing time on task focuses on providing teachers with:

- An awareness of how time is spent in school.
- An awareness of strategies for increasing engaged interactive time (time in which the student is engaged in an instructional task with others, such as reading aloud, drill, practice).
- An awareness of strategies for increasing engaged noninteractive time (time in which the student is engaged in an instructional task that does not involve interaction with someone else, such as silent reading, working on written assignments).

It will be offered at the building level at various times during the school year.

IMPLICATIONS

The emphasis on strategies for developing effective schools, as well as building-based planning, raises a number of issues for special educators—both teachers and administrators. The effective schools movement is a regular education effort; however, it provides many opportunities for special educators to help special education students at the most important level—in the classroom. For many years, special education nationwide moved to separate its students and programs from regular education; more recently, special education has been working to reverse this direction. If special educators are not involved in directly supporting buildings and building principals during this time, they will lose this opportunity to make many significant gains for students. It is a mistake for teachers, administrators, and parents to assume that this emphasis will not continue for years.

During the past decade, special education has changed dramatically. It created a wide range of options to comply with legislation, serve more and more students, and improve programs. Now, in Seattle, the department concentrates on the improvement of special education programs as well as increased support to buildings. To be more effective in helping special education students, principals need support, training, and assistance. In other words, for special education, will our focus be on our programs, or on buildings, or both? Obviously, the answer must be both.

The entire school staff and climate (including regular education students and their parents) affect the success of special education students. The implications for this increased emphasis at the building level, using the effective schools characteristics, means that special educators must answer questions such as the following:

- Who will do the inservice for principals and buildings so that such criteria as clear goals and strong leadership are applied for the benefit of special education students?
- How will special education staff and programs model the characteristics of an effective school?
- How do districts provide more frequent monitoring of student progress and provide feedback to special education teachers?
- What is the role of special education teachers at the building planning level to make an effective school for special education students?

In implementing the standard of clear goals for effective schools, one might ask how many districts have a mission statement and basic exit criteria for the special education program. In essence, special education must model and support the characteristics of an effective school both within the total program and within each building. This requires a larger view of special education's role. There can be tremendous benefits. (Special educators often state that regular education does not adequately serve special education students, but it forgets to tell them what to do or how to do it.) Seattle is already doing or planning activities that address this issue.

Lastly, additional research is needed on the characteristics of an effective school for special education students. Are there characteristics not mentioned in the literature and are some more important than others? Most of the effective schools research has been

with elementary regular education students and has identified factors affecting the success of disadvantaged or low-achieving students. Time on task, for example, is an extremely important issue, and is one of the effective schools criteria. Special education must weigh whether resource room services supplement or replace regular education instruction. If they become a replacement, time on task is decreased. Is special education emphasizing enough alternatives for increasing time on task, such as homework policies, peer and cross-age tutoring, parent and community volunteers? Who will monitor time on task in special education classrooms, and how will this be done?

The Seattle Public School system stresses making each school effective for *all* students. The Student Support Services Department has supported and will continue to support this emphasis. The effective schools movement requires continued emphasis on improvement of special education programs and increased assistance to buildings to help them meet the standards of an effective school for special education students.

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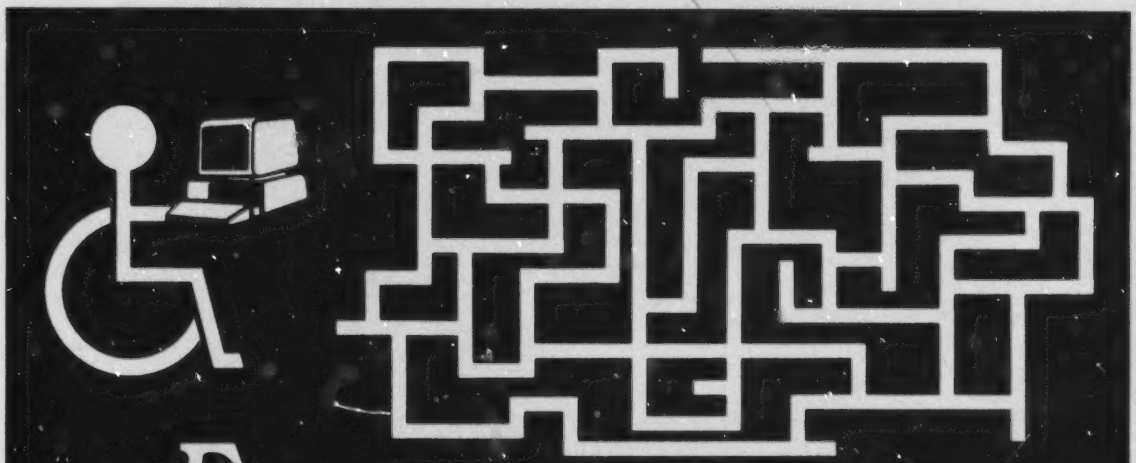

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Staff Development: A Key Ingredient of Effective Mainstreaming

Margaret C. Wang
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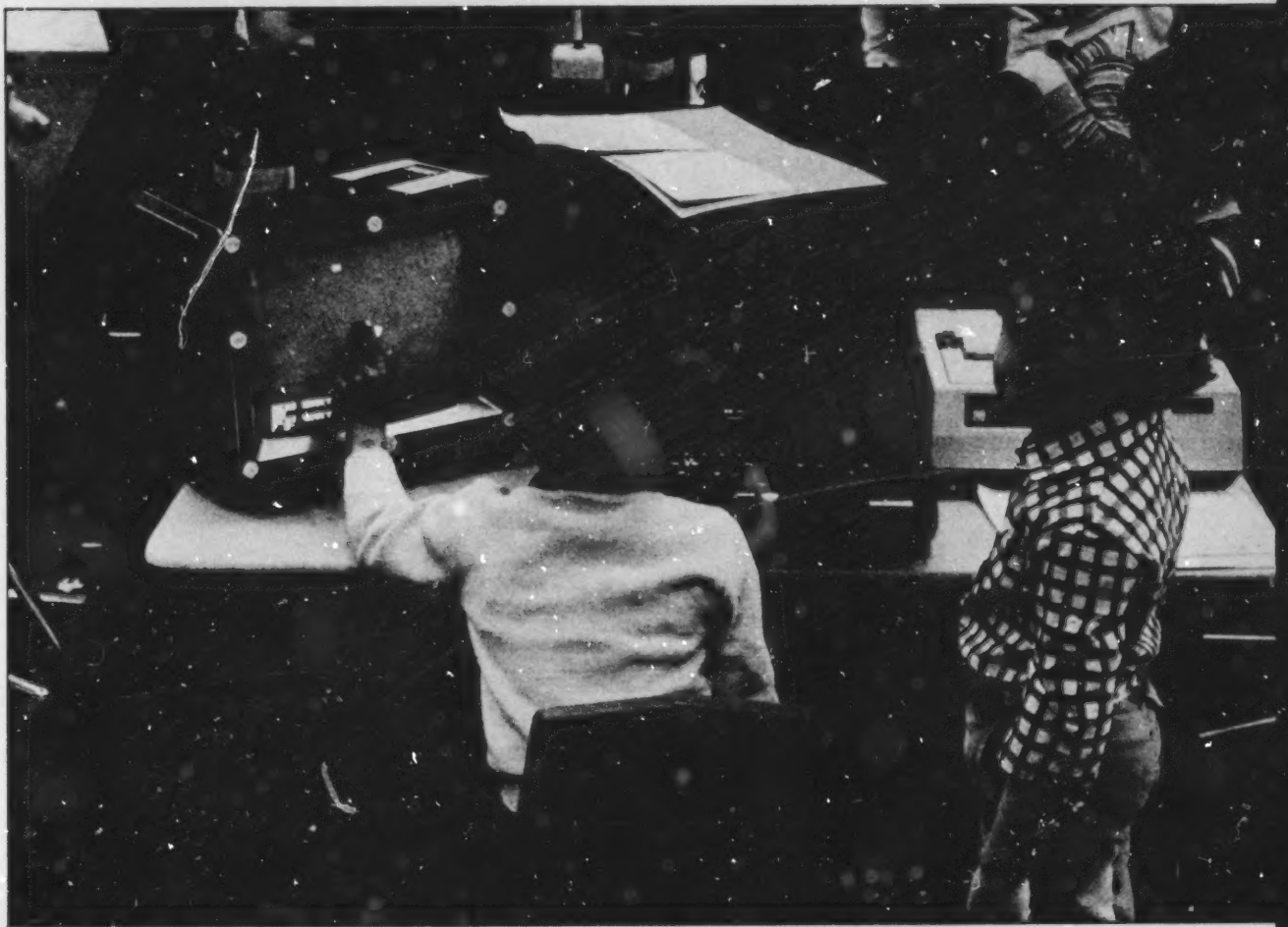


Effective mainstreaming requires an environment in regular classes where special needs students are integrated socially and academically with their general education peers.

■ Enactment of the "least restrictive environment" mandate of Public Law 94-142 in 1975 established a nationwide standard for the integration of exceptional students in regular classroom settings. Great strides in this direction have been made over the past decade. Nevertheless, the restructuring of regular classroom environments to accommodate the diverse needs of individual students has been a major obstacle (Reynolds & Wang, 1981). The need for restructuring is underscored by the past failure of conventional general education programs to provide appropriate instructional accommodations for special needs students. If headway is to be made, however, in educational restructuring that is aimed at the effective instructional and social integration of special needs students, the roles and functions of specialized school personnel and regular classroom teachers must be redefined. Systematic provision of staff development is a key ingredient of successful change along this line (Wang, 1982).

Research and experience have consistently suggested that staff development programs which provide ongoing training support for helping school staff to develop required implementation expertise tend to be associated with effective school improvement in general and effective mainstreaming in particular (Wang & Gennari, 1983). Certain features have been identified as characteristic of effective staff development efforts. First, they are adaptive to the training needs and interests of individual staff (Melle & Pratt, 1981; Merten & Yarger, 1981; Miller & Wolf, 1979). They also adopt a programmatic approach to addressing day-to-day implementation problems, rather than being in the genre of "one-shot" inservice programs that occur in contexts different from the staff's daily work (Emrick & Peterson, 1977; Huberman, 1981; Melle & Pratt, 1981). Other identified features of effective staff development include strong support from central and building administrators; active participation by school staff in decisions regarding staff development goals and procedures; and systematic involvement of all personnel whose work is ei-

Staff development efforts that address day-to-day implementation problems facilitate the restructuring of regular classrooms to accommodate special needs students.

ther directly or indirectly affected (Charters & Pellegrin, 1973; McLaughlin & Marsh, 1979; Merten & Yarger, 1981; Weatherley, 1979).

In a review of over 100 studies of staff development, Lawrence (1974) concluded that teachers prefer (a) individual staff development over large-group sessions, (b) active staff involvement over passive-receptive involvement, (c) demonstration of skills with supervisor feedback over provisional skills for future use, and (d) an integrated program of staff development activities over isolated training sessions. The consensus of research in this area is that teachers need frequent contact and continuous support in their efforts to solve both short-term and long-range problems (e.g., Cruickshank, Lorish, & Thompson, 1979; McLaughlin & Marsh, 1979; McNergney, 1980; Miller & Wolf, 1979; Perry, 1980; Zigarmi, Amory, & Zigarmi, 1979).

One of the primary goals of the work discussed in this article was to develop and test a systematic staff development approach that incorporates the features described above and is also designed to support the programming and role changes required for greater accommodation of special needs students, as well as their general education peers, in regular classes. In the following sections, this staff development approach is described in the context of a mainstreaming program that was implemented in a large urban school system. First, the mainstreaming program is discussed to provide information on its goals and the nature of the educational environment in which teachers and students were expected to operate. Next the program's built-in, staff development support system is described and evidence regarding its effectiveness in helping to achieve desired implementation and student outcomes is summarized. Finally, some of the implications for educational practice and research are outlined.

THE ALEM AS A MAINSTREAMING PROGRAM

The Adapt[illegible]earning Environments Model (ALEM) was the educational program implemented in the mainstreaming classrooms that provided the setting for the study described in this article. Implementation of the ALEM as a full-time mainstreaming program is based on several principles and assumptions regarding effective instruction and learning. These are summarized briefly as follows:

- A basic condition for effective mainstreaming is the establishment of environments in regular classes where special needs students are integrated socially and academically with their general education peers, and where special and general education students alike are provided with equal access to available instructional resources and equal opportunities to succeed socially and academically.
- As individuals, general education students as well as special education students learn in different ways and require varying amounts of instruction and time to learn. Thus, educational programs that recognize the "special" needs of each student in the regular classroom, and make instructional provisions to accommodate those needs, are a direct application of the principle of "appropriate" educational services in the "least restrictive environment." When instructional provisions are made available by regular and specialized professional staff to meet the "special" learning needs of each individual student, in the same setting, and on a regular basis, general and mainstreamed special education students alike are more likely to experience learning success. Moreover, in such environments the focus is on educational intervention rather than placement, and individual differences tend to be viewed as the norm rather than the exception.
- Provision of adaptive instruction requires use of a variety of instructional methods and learning experiences. Essentially all learning involves both external and internal adaptation. External adaptation occurs in the ideas and tasks that are to be learned and in the modes and forms in which new task content is presented to the learner. Internal adaptation takes place in the mind of the learner as new tasks are assimilated and internal mental structures are modified to accommodate the tasks. Thus, the twofold goal of adaptive instruction is to make instructional

Staff programs motivate teachers to view individual differences as the norm rather than the exception and to gear their instruction accordingly.

provisions that are adaptive to individual differences in students and to foster students' ability to effectively assume self-responsibility for making necessary adaptations in their learning environments, in their learning process, and in management of their own learning and classroom behaviors.

- Effective mainstreaming requires the establishment of functional linkages and integrated services among classroom instructional staff and specialized professionals who currently work, for the most part, in separate special education and compensatory education entitlement programs. The roles of both general and special education staff must be renegotiated, with the focus on those specific functions involved in effectively adapting school learning environments to the needs of individual students. The role of special education teachers, for example, would include consultation with general education teachers, as well as the provision of direct instructional services for special education students in regular classes. General education teachers, on the other hand, would be the primary instructors for both general education students and mainstreamed special education students in regular classrooms.

Implementation of the ALEM as a mainstreaming program incorporates these principles and is aimed at the effective provision of learning experiences that are adaptive to student differences in regular classroom settings (Wang, 1980a). Toward accomplishing this objective, the ALEM's design systematically integrates aspects of individualized prescriptive instruction that facilitate basic skills mastery (Bloom, 1976; Glaser, 1977; Rosenshine, 1979) with aspects of informal education that foster self-responsibility (Johnson, Maruyama, Johnson, Nelson, & Skon, 1981; Marshall, 1981; Peterson, 1979). Specifically, the ALEM includes twelve critical program dimensions. Nine of the dimensions are related to the process of providing adaptive instruction. They are Creating and Maintaining Instructional Materials, Developing Student Self-Responsibility, Diagnostic Testing, Instructing, Interactive Teaching, Monitoring and Diagnosing, Motivating, Prescribing, and Record Keeping. Three of the dimensions—Arranging Space and Facilities, Establishing and Communicating Rules and Procedures, and Managing Aides—are related to supporting implementation of adaptive instruction in the classroom. In addition to the twelve critical dimensions, implementation of the ALEM is supported by a school- and district-level delivery system that consists of four major components: an ongoing, data-based staff development approach; instructional teaming; multi-age grouping; and a parent involvement program.

Each school day, general education students and mainstreamed special needs students in ALEM classes receive instruction from general education teachers in all subjects on a full-time basis. The services of special education personnel are integrated with implementation of the ALEM in regular classrooms, and they range from the provision of consultation for general education teachers to direct instruction on an individual basis for students with special needs. As with many conventional special education programs, the focus is on upgrading achievement in mathematics and in reading and other language arts. Equally important, the ALEM fosters the development of greater self-management skills for all students.

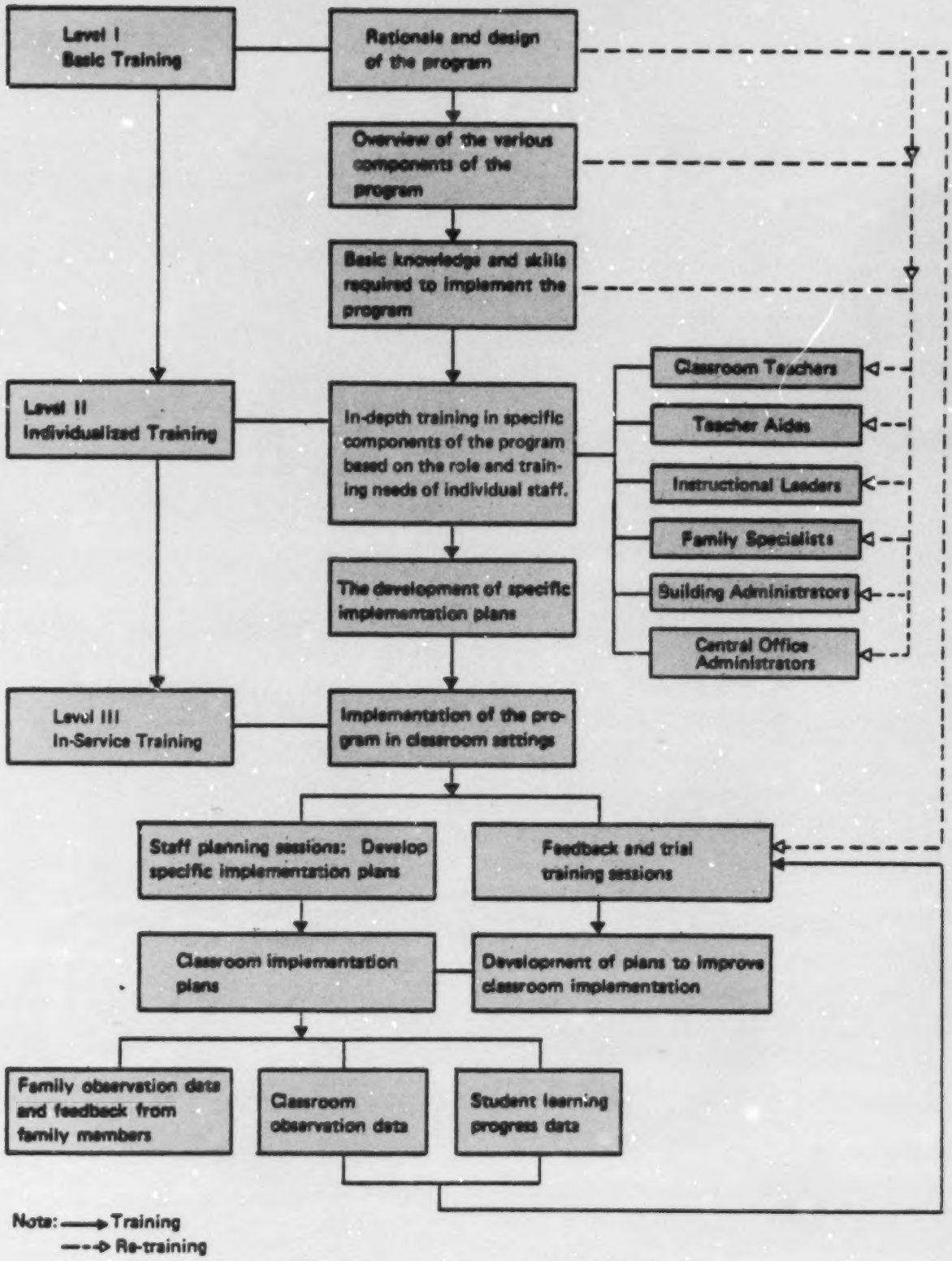
Students in ALEM classrooms work in small groups, in large groups, and by themselves. They move from one learning task to another at individually varying paces. The progress of each student is monitored by the teacher, and only upon satisfactorily completing a task is a student able to move ahead to another task that is different and/or more difficult. Teachers work individually and in teams, as needed. Students often collaborate in teaching and testing each other, but all activity is observed closely by teachers and each student has access to teacher help when it is required. More detailed descriptions of the ALEM can be found in several other publications (e.g., Wang, 1980a; Wang & Birch, 1984; Wang, Gennari, & Waxman, in press).

THE ALEM'S STAFF DEVELOPMENT COMPONENT

The establishment and maintenance of an innovative school program like the ALEM require not only detailed specification and understanding of the program's design and operating features, but also staff development that supports day-to-day operation of the program in the classroom. The Data-Based Staff Development Program provides a systematic mechanism for identifying and accommodating the training needs associated with the programmatic and personnel role changes required for effective implementation of the ALEM. It is designed to help school personnel to become increasingly self-sufficient in monitoring and diagnosing their implementation needs as well as more proficient in establishing and maintaining a high degree of implementation of the ALEM.

The Data-Based Staff Development Program consists of three components: a training sequence of three levels; a set of measures for assessing the degree of program implementation; and a delivery system that enables school staff to provide ongoing inservice support to meet the needs of individual staff. The three training levels are shown in Figure 1. Level I provides basic working knowledge of the curricular content and procedures incorporated in the ALEM. In Level II, more intensive training is provided in specific staff functions. Level III is a clinical training component tailored to the needs of individual staff. Training at Levels I and II generally is completed in a total of five,

FIGURE 1
The Data-Based Staff Development Program


Level I
Basic Training
Rationale and design of the program
Overview of the various components of the program
Basic knowledge and skills required to implement the program
Level II
Individualized Training
In-depth training in specific components of the program based on the role and training needs of individual staff.
Classroom Teachers
Teacher Aides
Instructional Leaders
Family Specialists
Building Administrators
Central Office Administrators
The development of specific implementation plans
Level III
In-Service Training
Implementation of the program in classroom settings
Staff planning sessions: Develop specific implementation plans
Feedback and trial training sessions
Classroom implementation plans
Development of plans to improve classroom implementation
Family observation data and feedback from family members
Classroom observation data
Student learning progress data
Note: Training
Re-training

half-day sessions prior to classroom implementation. Training at Level III is ongoing in-service training designed to help school staff to continually improve and upgrade their classroom implementation. It is primarily at the third level that the interactive process of assessment, feedback, planning, and training occurs. (For more detailed discussions of the Data-Based Staff Development Program, see Wang, 1981 and Wang and Gennari, 1983.)

IMPLEMENTATION OF THE ALEM IN AN URBAN SETTING

In 1982–83, the ALEM was implemented in five schools of a large urban school system as a full-time mainstreaming program for mildly handicapped students who previously had been served in a "pull-out," self-contained, special education program. The implementation and outcomes of the ALEM are discussed here, especially insofar as they reflect the operation and effectiveness of the Data-Based Staff Development Program.

The Setting

The five schools that participated in the study are located in three community school districts of the New York City Public Schools. Although they vary in ethnic composition, all three districts contain a significant number of low-income students; the proportions of Title I–identified students in the districts in 1982–83 were 12%, 19%, and 70%, respectively.

The ALEM was implemented in 26 first- through fourth-grade classrooms across the five schools. The instructional staff consisted of 26 classroom teachers (general education); one half-time paraprofessional for each classroom; and four education specialists (one of whom was shared by two of the schools). The classroom teachers ranged in teaching experience from 2 to 32 years, with an average of 17 years. The education specialists (two certified in general education and two in special education) were assigned from among teachers in the participating schools; they were trained to monitor program implementation, coordinate staff development planning and activities, and provide consultative services to the classroom teachers.

The 26 participating classes ranged in size from 21 to 31 students. Approximately five students in each classroom were identified as educable mentally retarded, learning disabled, or socially-emotionally disturbed. All of the special education students were mainstreamed in the ALEM classrooms on a full-time basis.

Staff Development

In late August, 1982, just before the beginning of the school year, the staff of all five schools—general and special education teachers, administrators, and paraprofessionals—attended three days of pre-implementation training (Levels I and II of the Data-Based Staff Development Program). First, an overview of the ALEM's goals and major components was provided (Level I). The next level of training focused on those skills required to implement the ALEM in the classroom (Level II). Specifically, training addressed how to use individualized learning materials for adapting instruction to individual students, how to share responsibility with students for managing the instructional-learning process, and how to develop activities for exploratory learning. Hands-on training also was provided whereby teachers actually rearranged furniture and storage space in their own classrooms for ease of movement and access, labeled materials for student use, and set up exploratory learning centers. The overall emphasis of pre-implementation training was on the practical know-how needed to get through the first days and weeks of school—in other words, how to get the program started.

Preparation for Level III training (ongoing, inservice training support) began during pre-implementation training. Based on their observations of the teachers during this period, the education specialists worked with the instructional leaders from their respective assigned schools, and with ALEM implementation specialists, in identifying the additional training needs of individual teachers and developing teacher-specific implementation plans.

Inservice training support continued throughout the school year. The education specialists made frequent visits to the ALEM classrooms to observe teachers and students; to help teachers with problems related to instruction of both the general education and special needs students; and, when needed, to provide instructional services for individual students. Information from informal classroom observations was used to plan group and individual staff training. For example, if many or most teachers in a particular school experienced difficulty with a certain aspect of implementation, the education specialist might schedule that topic for discussion at the next staff meeting. If an individual teacher showed weakness in a particular area, the education specialist might plan appropriate individualized training. Figure 2 shows a page from an education specialist's monthly training log for Teacher XX. The log provides information on observed teacher behaviors, suggested training strategies, and expected outcomes.

In addition to their frequent informal observations, the education specialists used an instrument known as the Implementation Assessment Battery for Adaptive Instruction (Wang, 1980b; Wang, Catalano, & Gromoll, 1983) to obtain objective, quantitative measures of the degree of implementation of the ALEM's 12 critical program dimensions in the 26 classrooms. The Battery was administered in each classroom at three

FIGURE 2
Sample Monthly Training Log

LOG

School: J. J. District: A Grade: 2
Teacher: X X Date: November 6, 1982 Time: 9:50 - 10:30

Observed Behavior	Strategy Suggested	Expected Outcome
Math skills introduced without use of concrete aids.	Use concrete aids to introduce new skills.	Concepts are introduced with manipulatives. Less time is spent teaching a skill.
Students marked self-scheduling folder on their own.	Only aide or teacher marks self-scheduling sheet.	Students ask teacher (aide) to check their self-scheduling sheet to see work has been completed.
Eager/quick tasks used in math explorateries.	Include math activities - math bingo.	More hands-on tasks are included.

Follow Up: An observation of XX's class has been scheduled for November 13.

different points in the school year—October, February, and May. The resulting information was incorporated in staff development planning for individuals and groups. The objective was to provide teachers with a self-monitoring tool for improving their capabilities to achieve higher degrees of implementation of dimensions in which they were experiencing difficulty.

MAJOR FINDINGS ON THE ALEM'S IMPLEMENTATION AND EFFECTS

Findings on the implementation and effects of the ALEM as a full-time mainstreaming program in the participating classrooms are summarized here to illustrate the effectiveness (albeit indirectly derived) of the Data-Based Staff Development Program as an integral support component. Data in three categories—program implementation, classroom processes, and student learning outcomes—were collected from all five participating schools to assess the effectiveness of the mainstreaming program and its staff development component. (A more detailed description of the design and findings of this study can be found in Wang, Peverly, and Randolph, in press.)

Program implementation was found to improve consistently across all five schools from the beginning to the end of the school year, with most teachers achieving a high degree of implementation of the ALEM by winter or spring. Improvements in implementation were accompanied by positive changes in classroom processes and interactions for general and special education students. For example, greater frequencies of teacher-student interactions for instructional, rather than management, purposes were observed in classrooms with a high degree of implementation (compared to classrooms with lower degrees of implementation), as were greater amounts of time spent by students on-task.

The ALEM also was found to have a positive impact on the learning outcomes—academic and attitudinal—of both the general education and the special education students. Scores on standardized achievement tests were used to measure achievement gains in mathematics and reading. Although they lagged somewhat behind the general education students, the special needs students averaged grade-equivalent gains of 1.04 in reading and 1.08 in mathematics. These are about equal to the expected gains based on national norms for general education students, and approximately twice the expected gains for comparable groups of handicapped students. In addition, results from measures of student attitudes showed few differences in affective outcomes for both groups of students in the ALEM classrooms. Both groups indicated a willingness to accept responsibility for their classroom performance, as well as positive attitudes toward their classes.

The problems that many of the general education teachers had expected in dealing with special needs students rarely were noted in the ALEM classrooms. The adaptive curricula and the program's instructional-learning management system, combined with the staff development support, were identified by the participating teachers as important factors. The extent to which the special needs students were successfully integrated into classroom life, instructionally and socially, was evidenced not only by improved classroom processes and interactions but also by the fact that, at the end of the school year, approximately 30% of the mainstreamed students were recommended by their teachers for decertification. The average decertification rate across the districts for students with similar special education classifications in self-contained special education classes was 2.8%.

Teacher perceptions of the ALEM's effects on students and teachers were viewed as another indicator of the success of the program's staff development approach. In their general assessment, 85% of the teachers in the ALEM classrooms felt that implementation of the program had been a professionally rewarding, challenging, and stimulating experience for them. A large majority also felt that the ALEM enabled them to get to know their students better. Although the teachers expressed some reservations about the program's record-keeping demands, a majority (67%) disagreed that the individualized approach to instruction placed too heavy a demand on their time and effort. In terms of the program's effects on students, 85% of the teachers who responded to a survey of teacher attitudes indicated that students in their classrooms seemed to feel better about themselves as a result of their experiences under the ALEM. A majority of the teachers also felt that the provision of learning options and individualized instruction resulted in lessons matched appropriately to each student's academic level and in improved academic performance.

IMPLICATIONS

The work described here, as well as the other studies cited earlier, suggests that effectively designed and implemented staff development programs lead to the increased ability of general and special educators to work together in mainstreaming settings to improve educational services for general and special education students alike. With ongoing, inservice training support, school staff can successfully adapt curricula to individual student needs, while also promoting students' self-management skills. The outcomes of these efforts include positive classroom processes, achievement gains, and increased self-esteem in students, as well as positive attitudes and increased efficacy in program implementation for teachers.

Despite the admitted constraints against making

generalizations based on findings from a single program, the positive results of the study seem to suggest that innovative educational practices can be successfully implemented with ongoing staff development support. In fact, a large majority of teachers in the study were found to be able to develop areas of expertise that traditionally have been attributed to a rare breed of "master" teachers. Thus, there is evidence to support the opinion that it is time to shift attention from demonstrating the need for, and positive outcomes of, effective staff development programs to the study of how to implement such programs as support systems for innovative improvement efforts in a variety of school settings.

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Vanguard: Focus on the Gifted Learner

Margaret Kress

■ Rosalind is a vivacious young Black woman just completing her high school career. As a National Merit Scholar and the valedictorian of her graduating class, which includes students from the gifted program, she eagerly awaits the fall when she will enter Harvard University, with sophomore standing. As a third grader, Rosalind was already working in a fifth grade mathematics book. She entered the Vanguard Program for gifted students in the fourth grade after seeing a television news feature about students in a gifted program.

Her earliest memory of differences between Vanguard and her home school was that she spent much more time in class, no longer running teachers' errands. She recalls that there were a lot of people, both students and teachers, who challenged her. She remembers always getting things done faster and working on a project for herself. She describes herself as a "fluid person" who knows what society expects and who also wants her "school work to matter."

The Vanguard program allowed her to have a great deal of responsibility for her own learning, something which she particularly valued. She did not have to sit and wait until the whole class was finished; there were always interest centers in the room with challenging activities, games, intricate puzzles and brain teasers, or other long-range projects to work on. Rosalind flourished because, as she said, "I get bored easily." She continued, "They pushed us creatively!"

Rosalind described the Vanguard curriculum as "thorough," with interesting classes that were flexible, allowing students to make decisions about what and how they were to learn. In high school the use of teacher-developed learning activity packets and accompanying calendars allows students the freedom to structure their time and permits them the flexibility to take advantage of available opportunities both on the school campus and in the larger community.

Rosalind's schedule, for example, allowed her to work on personal as well as school projects. For four years she participated in Model United Nations, sponsored by a local university and the United Nations Association. Her teams won many awards over the years, and she and another student developed a handbook for other teams to use to help them develop a more effective simulation.

BACKGROUND

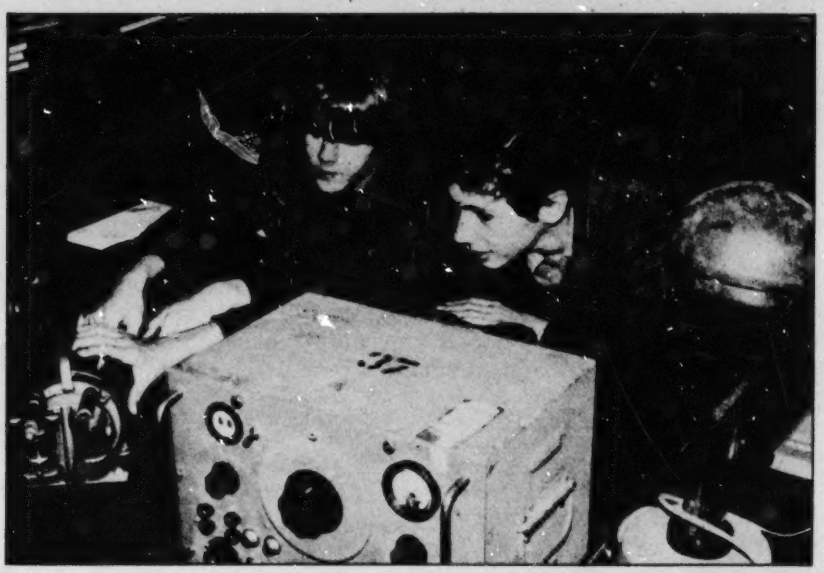
Vanguard, a program of the Houston Independent School District, was implemented in 1972 in the fourth, fifth, and sixth grades on one school campus. By 1978, it had expanded to include kindergarten through twelfth grade on 11 different campuses. More than 175 professional staff, including campus coordinators, counselors, and classroom teachers, work with identified students. The student-teacher ratio is 25 to 1 for K-8, 20 to 1 for 9-12. Qualified students transfer from their home schools to a Vanguard campus, and the district provides transportation. In order to qualify for the program, students must demonstrate giftedness in the areas of general intellectual ability coupled with creative and productive thinking and leadership.

Nationally normed achievement and school abilities tests, such as the Otis Lennon, Iowa Tests of Basic Skills, and Developing Cognitive Abilities Test, are used to identify students. I.Q. tests are not used. In addition, specialized tests like the Structure of the Intellect Test (SOI), Watson-Glaser Critical Thinking Skills Test, and The Biographical Inventory give information on reasoning abilities and creativity. A matrix is used to produce a profile on each student.

Houston schools have a total student population of over 180,000, representing a diversity of ethnic and economic groups. There are 2,900 students served in the Vanguard program with approximately 60% of the students being Black or Hispanic; 6% are Asian; and 34% are from Anglo, Indian, or other groups.

Since Vanguard is a total day program, students spend all their academic time with other gifted students. The content is enriched and accelerated, interdisciplinary in nature, and focuses on developing advanced research and process skills which enable students to pursue academic studies in greater depth and breadth. The goal is to help students become independent learners.

While requisite skills are included, content is greatly expanded and students assume a great deal of responsibility for their own learning.



A differentiated curriculum provides broad-based enrichment through a variety of materials, field trips, speakers, and special research projects.

THE PROGRAM

Curriculum

Content in the Vanguard curriculum is abstract and complex, focusing on major themes and concepts of a field of study which are integrated into an interdisciplinary approach. Because of the speed with which the students learn, content is greatly expanded and enriched.

Emphasis is also placed on process modifications so that students are challenged to develop advanced thinking and reasoning skills. Vanguard encourages this by involving students in specific courses of study designed to enhance these skills and by having them apply the skills through diverse methods of research. Skills are developed sequentially from kindergarten through twelfth grade.

Vanguard uses the basic district curricula as a foundation for instruction, helping to assure that every student will develop requisite skills in each content area. In addition, creative and critical thinking, logic, research and problem-solving skills as they relate to major content areas are taught. These skills are woven into daily instruction by means of differentiated objectives and activities. A differentiated curriculum provides for elaboration of the regular curriculum with a system for broad-based enrichment through a variety of materials, field trips, speakers and special research projects.

Research

Students learn processes which professionals use to generate new knowledge in their specific fields. These invaluable research skills incorporate and integrate creative processes along with synthesis and evaluation of basic information into original products.

A major curricular priority of the Vanguard program is the independent research project required each year. Students pursue indepth independent study in an area of special interest. Engaging in the research process allows them to identify an interest, choose a topic, tap a variety of appropriate resources, organize content and materials, analyze and evaluate data collected, form new ideas by using different combinations of thought, and develop original products. The research project gives students a chance to explore complex and abstract content and to synthesize information. By the nature of the processes involved, students are led to use higher levels of thinking.

Students and teachers evaluate the research projects on a standard project evaluation form. It is through the student's own evaluation that he or she learns and progresses, producing products with increasing degrees of complexity.

Individualized Instruction

Individualizing of instruction is essential to meet the needs of gifted students. This approach recognizes the uniqueness of each student's ability by allowing investigation and expansion in areas of personal strength and interest. Individualization of learning develops a student's organization and planning skills.

A classroom management technique used in the Vanguard program which encourages individualizing is the use of interest centers. These are set up on a thematic approach and incorporate a wealth of materials and resources on a given subject. Another management technique is the use of learning activity packets (LAP). Each LAP defines learning objectives along with supporting activities for whole class experiences, small group activities, and individual work. Each LAP also includes a guide for study and recommends resources (e.g., community resources) and materials (e.g., filmstrips, recordings, art reproductions, and computer software).

The use of learning contracts is also highly successful and motivating for gifted learners. These contracts emphasize a student's responsibility to complete and evaluate a task with appropriate facilitation and guidance from the teacher. The student and teacher are involved in setting up the project, its activities, and time-lines. The contract is signed by student, parent, and classroom teacher. Self-evaluations give each student an opportunity to express his or her opinion of the learning that takes place and the quality of work the project demonstrates.

ACCELERATION AND ENRICHMENT

Vanguard classes provide acceleration in the basic skills and extensive content enrichment. Leadership, logic, and critical and creative thinking are taught through decision-making, computer use and programming, and a broad range of community based experiences. Formal direct instruction in thinking skills is also provided. Matthew Lipman's *Philosophy for Children* is used. Skills detailed in that program and others that enhance student thinking and questioning are integrated into the curriculum.

Elementary

The elementary course of study involves the student in an extensive accelerated and enriched program. The foundations of the instructional program include district curricula and developmental skills required of all students. Diagnostic testing assures that students have acquired needed skills and are working for further growth. The core of instruction includes a literature program which, using Newbery Award-winning books, develops students' analytical and reasoning skills as well as their appreciation of literature. The math program accelerates content and requires application of mathematical reasoning and skills in solving realistic problems. Manipulatives and learning centers are used to assist students in developing thinking skills through questioning and research. Curiosity and creativity are emphasized and encouraged through experiences both in and out of the classroom.

Further enrichment is provided by foreign language, fine arts, and mini-courses which allow individuals to explore their myriad interests. Special instructional strands (built into each level of the curriculum, K-12) include decision-making skills, communication skills, interpersonal skills, goal setting, planning, and organization.

Middle School

The middle school program amplifies themes initiated on the elementary level and continues its focus on the major academic areas. Care is taken to ensure that students possess skills needed for proficiency in each discipline. Pretesting and diagnostic testing help to pinpoint students' achievement levels. The course of study is adapted so that individual students may accelerate or participate in enrichment activities as needed to assure that they are academically and intellectually challenged.

More complex problem-solving and research techniques such as Creative Problem Solving (CPS) and Synectics are used at the middle school level. Student projects reflect the increased facility for identifying and researching real problems in areas of personal interest. Leadership skills are also addressed in the formal

curriculum and through opportunities provided by comprehensive elective and extracurricular programs.

The extensive individualized reading program emphasizes the study of literature with selections that prepare students to move into a challenging humanities program at the high school level. Ample opportunity is provided for both small and large group discussion and analysis of literature.

Acceleration is available in math, science, and foreign languages. Standardized tests, criterion-referenced tests, and grades are used to identify students who have the requisite skills for course acceleration. Algebra is available in seventh and eighth grade, and a full three years of science including physical science is available for qualified students. Completing these courses in middle school allows students to move into a full four-year program of advanced math and science at the high school level. In foreign languages, qualified students enroll in full-year advanced programs in seventh and eighth grades. This prepares them to enroll in the second level of the selected language in ninth grade and to complete five full years of a foreign language.

High School

The high school program continues to combine acceleration and enrichment in order to provide a rich and challenging curriculum that is appropriate for gifted high school students. Literature and history are the core of the humanities program and emphasize learning to think critically about each field of study. Many opportunities are provided for experiential learning where students must apply concepts and skills to intellectual activities in which adults normally participate. Community based activities require students to develop products and share them with audiences both in and out of school.

The math program encourages acceleration. Pretests, standardized tests, criterion-referenced tests, and grades are used to place students appropriately. Students who demonstrate exceptional math ability may accelerate independently through the course of study. They work closely with their teacher to assure that all skills and concepts are mastered. The math program takes the students through calculus. Students who need further instruction attend classes on local university campuses.

Science courses emphasize hands-on laboratory experiences and opportunities for inquiry-based lessons. Second-level biology, chemistry, and physiology courses, along with independent studies in science, are available for advanced students. Mentorships are established with Rice University and Baylor College of Medicine as well as local business and industry.

The focus of the high school program is to work with student interests, molding a program that will prepare the student for continued studies. Some students choose totally intellectual pursuits while others work on leadership and personal interaction skills. Students are prepared for the next stage of education with a clear understanding of their own goals and their own abilities.

MEETING SPECIAL NEEDS

Vanguard was established to meet the needs of gifted children from a variety of ethnic and economic backgrounds. Flexibility in instructional methodologies allows for personalization of the educational program. Because of their backgrounds, some students need more attention to basic skills instruction. They demonstrate the ability, typical of all gifted children, to acquire skills quickly, once given instruction. Unlike most students from middle-class homes, they may not have acquired basic mathematical, grammatical, or even organizational skills prior to entering school. This creates the need for the school to teach skills which may not be acquired or reinforced in the home environment. Students who already possess these skills may need only brief review or reinforcement. A total day program permits flexibility to meet differing needs of individual students.

Equally important is the need to expose all students to the rich world outside of school. Field trips, individual mentorships or shadowing experiences, and exposure to community people who work with students individually or in groups are important components in broadening the experience base of all children. An increasing number of children come from homes where both parents work or where there is only one parent; in such situations, families may no longer be able to provide the networking gifted children need to broaden their view of society. Having students together for the entire day facilitates making these experiences available during the school day. It also provides for a network of friends with common interests and experiences.

The goal of the program is to help gifted students become independent learners. Students spend all their academic time with other gifted students in classes where content is enriched and accelerated. An interdisciplinary approach to learning focuses on developing the students' advanced research and process skills which enable them to pursue academic studies in greater depth and breadth. Personal choice and a broad base of out-of-school experiences opens up the entire community to the students to pursue their inquiry.

Margaret Kress *is the Assistant Director of the Gifted and Talented Department of the Houston Independent School District, Houston, Texas.*

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Planning Effective Special Education for Exceptional Language Minorities

Alejandro Benavides

An awareness of the individual child's needs and a willingness to experiment with new methods are necessary attitudes for the professionals who deal with exceptional language minority students.

■ Effective schools and educational systems must plan for appropriate special education. This article describes the efforts of the Chicago Public Schools to provide appropriate and effective special education and related services for exceptional language minority students. These are exceptional individuals who come from an environment where a language, other than English, is dominant and this has had a significant impact on their level of English proficiency. Such bilingual and monolingual individuals may be proficient in their native language but not in English.

CONDITIONS NEEDED FOR CHANGE

Psychological Factors

Katz and Kahn (1966) stated that one of the most important psychological factors in change is *awareness of need*. Individuals in a school system must realize the "need for change." They must be aware that there are serious discrepancies between what is and what might or should be. For example, in the *Lau vs. Nichols* decision (1974), the Supreme Court elaborated in the majority opinion that:

> Basic English skills are at the very core of what the public schools can teach. Imposition of a requirement that before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education. We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.

An *orientation toward the future* is another essential condition for change. Effective schools must be oriented toward tomorrow. They should be projecting over the next 5 to 10 years, developing long-term plans as well as short-term interim plans. Long-range educational planning in the Chicago schools requires an analysis of exceptional language minority demography in order to prepare the hundreds of bilingual special education and related services personnel to provide appropriate services. Census data and studies are useful tools for planners of effective schools as they provide an orientation toward the future (e.g., Reisner, 1981; Carpenter-Huffman & Samulon, 1981; Birman & Ginsburg, 1981; Orum, 1982; O'Malley, 1982; Ortiz & Yates, 1983).

A *system viewpoint* is another condition needed for change. Planners must be able to view the educational system as a totality. They should also be aware of "critical variables" that have the

greatest influence on the system or a whole. For example, to determine the numbers and characteristics of children receiving special education, the following data should be collected and analyzed:

- How many children are being served?
- What are their ages, grade, and English proficiency levels?
- What is their distribution by gender?
- What is the racial/ethnic and linguistic breakdown of the children served?
- What handicapping conditions do they have?
- How severe are their handicaps?

Information on the drop-out rate, suspensions and expulsions, projected needs and resources, as well as staffing patterns and turnover, are all vital parts of the whole.

An *experimental attitude* also promotes effective change. There are risks associated with change, and schools must be able to work in a "gray area" for extended periods of time until movement occurs from the present situation toward the desired change. Appropriate specialized services for exceptional language minority children are in the developmental stage (Benavides, 1980). The validation of appropriate methods, materials, curriculum, instructional approaches, and models has only begun (Almanza & Mosely, 1980; Plata & Santos, 1981; Greenlee, 1981; Secada, 1982).

Patience is another requirement. Constructive organizational change takes time. Lickert (1967), for example, in his extensive study of organizational change, found that it takes about three years for an organization to move from an authoritarian style of management to a participative.

Organizational Factors

Whether *centralization* or *decentralization* is organizationally more effective depends upon the individual characteristics and needs of each school district. The Chicago Public Schools, for example, because of its enrollment size — 435,843 students of which 46,110 were exceptional (Chicago Public Schools, 1983)—requires a highly centralized central office structure with a research and evaluation department and computer capability similar to large industry. Instructional administration, on the other hand, is decentralized; instruction is conducted in 596 schools divided into 20 districts and administered by as many superintendents. In contrast, the centralized instructional administration of the Waukegan, Illinois schools (student enrollment 11,406 in 1984) facilitated the implementation of their programs. Waukegan's Bilingual Instruction Program and Assessment in Spanish (BIPAS) is in its ninth year of formal operation. The district's five bilingual special education classrooms and numerous other Spanish-support resources can be administered more effectively under a centralized special education administrative structure.

Freedom to disagree is an important organizational requirement for effective educational change. In fact, philosophies and studies which do not agree with your own should not be ignored (Murphy & Hallinger, 1984; Baker & deKanter, 1984). Disagreement should be directed toward constructive change and not allowed to fester as obstacles.

Effective organizational change also requires continual *generation of new and innovative ideas*. New ideas can be fostered by a variety of means including job rotation within the school system, new staff and instructional models (Ramirez, Page, and Hockenberry, 1979; Clasen, 1979), or the inclusion of "outsiders," including parents, as advisors and consultants.

Effective organizations have the ability to *measure organizational change*. The Chicago Public Schools Bilingual Information Sheet and Child Count annually provides computerized data that measure students' English proficiency levels, reading and math scores, average number of minutes of daily instruction in the native language and English, whether students are receiving bilingual special education instruction according to their IEP requirements, and other relevant data that provide hundreds of cross-tabulated measures. Additionally, the Special Education Bilingual Services unit annually measures the population demography and personnel required to implement required services. These are essential data to provide a school system with the ability to measure organizational change.

Effective organizational change also requires the *availability of resources*. Obtaining new special education programs, staff, and expanded related services is difficult. A three-year longitudinal national study on the local implementation of Public Law 94-142 (Wright, Cooperstein, Renneker, & Padilla, 1982) emphasized that, as a result of unlimited demands and limited resources, educators must allocate resources among programs. The study pointed out that we must advocate for our students and compete with other staff in a school system for recognition, rewards, and resources. Significant constructive change *can* be brought about in any school system within its existing budget through equitable allocations of resources.

ALTERNATIVE CHANGE STRATEGIES

Problem-Solving

Problem-solving is one of the most frequently used change strategies in school systems. The problem-solving approach is reactive rather than proactive; the individual responds to an external stimulus and tries to deal with it, as opposed to initiating an idea for change (Lantz, 1984; Baca, 1980). Because of its essentially passive orientation, it may be more appropriate to label problem-solving as a strategy for maintaining the status quo rather than as a strategy for change.

Reorganization

There are a number of ways in which a school system can reorganize to effect change. The Chicago Bureau of Special Education established a bilingual special education department with a prime responsibility for exceptional language minority students. This centralized structure facilitates and coordinates resources vital to schools implementing the programs. The addition of bilingual special education classrooms, diagnosticians, and bilingual case-study evaluation teams have acted as major change agents. However, when reorganization is carried out independently of any systemwide plan for change, long-term effects may be minimal or even negative. Furthermore, the reorganization may simply create an illusion of progress (Miles, 1969). Reorganization may in

fact have a zero or negative effect on the overall plan for change of the school.

Re-education

Bilingual special education training and related resources are available nationally (Thomas & Thomas, 1982); however, the supply has not kept up with the demands (Baca & Bransford, 1982). The Chicago schools, for example, have conducted or administered undergraduate and graduate bilingual special education courses, a two-year Spanish immersion training program for English monolingual special educators, and bilingual special education coursework. A variety of task forces and citywide inservice education programs have also positively affected attitudes. However, research has pointed out a major weakness associated with preservice and inservice education as a strategy for change. While the participating individuals may change, their organizations may not, unless appropriate orientation and training involve practically all staff members in a school system.

Organizational factors, psychological outlook, availability of resources, and educational planning all influence the teacher's ability to teach.

Research, Demonstration, and Dissemination

This strategy for effective educational change seeks to investigate new methods of education on a systematic basis, demonstrate the positive results, and then disseminate these results to potential users (e.g., Chicago Public Schools, 1983; Lesser 1975; Luetke-Stahlman & Weiner, 1982, New York City Board of Education, 1982). An underlying assumption of this approach has been that relevant research results, if properly demonstrated and disseminated, would be readily implemented by educational practitioners.

Subsystem Redesign

The purpose of subsystem redesign is to modify one component within the school system without changing the form and structure of the system as a whole. In Chicago, the implementation of the subsystem represented by bilingual special education and related services personnel and instructional approaches has proven to be a viable alternative change strategy. Subsystem redesign may be carried out for experimental purposes or to meet a specific need or mandate (e.g., Cantres, 1981). On the surface, this strategy appears to be sound; however, to the extent that a subsystem is never a truly independent entity, it is constrained by the rules, regulations, and attitudes inherent in the overall system.

System Analysis

System analysis may be viewed as the application of a scientific approach to complex systems. The process typically proceeds as follows:

1. Specify the objectives (in operational terms) of the system under study. *Example:* All handicapped students of limited English proficiency will be provided an appropriate program by a qualified special education teacher certified in the student's native language.
2. Delineate constraints and resources (e.g., number of students from non-English language backgrounds in all special education categories; number

and location of available bilingual special education teachers; transportation; parental support; materials; curriculum).
3. Investigate the alternative solutions for accomplishing objectives (e.g., the structured use of bilingual paraprofessionals; purchase services from private organizations).
4. Evaluate alternatives in terms of cost and effectiveness.
5. Implement alternative.

System analysis does have two possible limitations. First, the planning and implementation effort may be hampered by difficulty in reaching an agreement (vested interests) and by the magnitude of the objectives. Secondly, if outside agencies are brought in to conduct the analysis, the resulting plan for change will not be the system's, but someone else's.

Parallel System

A parallel system is one that is organized and operated outside the traditional public schools. El Valor, Association House, and Easter Seal Society's Gilchist-Marchman Rehabilitation Center are examples of parallel systems in Chicago that provide bilingual specialized education and related services for exceptional individuals from birth to adulthood. El Valor, located in one of Chicago's major Hispanic communities, is a center with a primary mission to Hispanic handicapped infants and adults, as well as their families. El Valor provides bilingual rehabilitation services through early intervention programs, work activities, work centers, recreation, family support, and transitional living.

Association House serves handicapped students (birth to adults) with developmental disabilities as the primary condition. Seventy percent of its staff are bilingual. Programs are provided in outreach family support and case management; community training for foster parents; residential group home; and supportive living arrangements for adults. Outreach programs provide support for children with epilepsy, cerebral palsy, and autism.

The Gilchist-Marchman Center provides bilingual speech and language evaluation therapy and a bilingual preschool program. Additionally, the center utilizes a bilingual social worker to assist parents who have formed a support group.

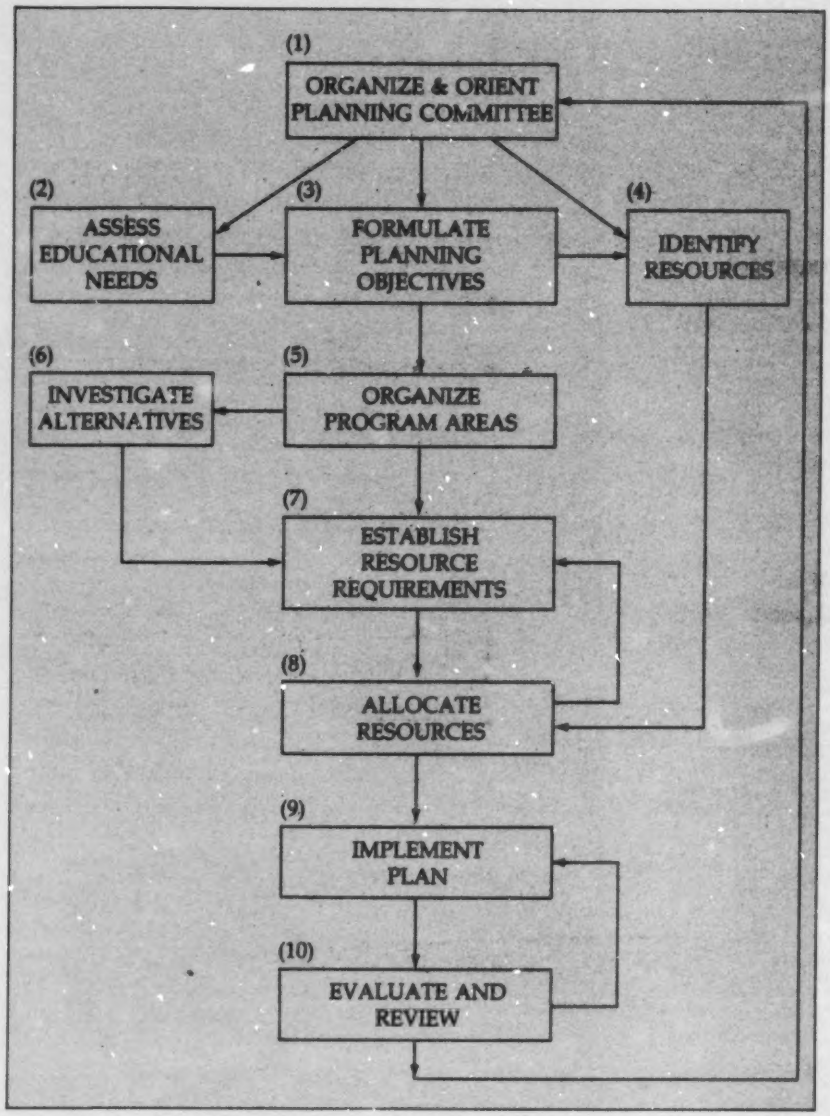
Power-Control-Coercive Approaches

Power can be simply defined as the ability of one to affect the behavior of another (Muth, 1984). Wright et al. (1982), for example, noted that the "clout, regulations, and money associated with P.L. 94–142 increased the capacity of LEA administrators and school personnel to deliver programs and services to handicapped children in accord with the educators' own professional objectives" (p. xxi). From another perspective, the power of Hispanic parents was demonstrated during the "Illinois Fiesta Educativa 1984" conference, which was modeled from California's Fiesta Educativa (Southwest Regional Laboratory, 1980). Language minority parents are expected to pressure service providers to obtain equity for their handicapped children.

EDUCATIONAL PLANNING

Hitt (1973) outlined a ten-step strategy for educational planning (Figure 1) which has been extremely helpful in the

FIGURE 1
Strategy for Educational Planning



Note: Adapted from *Education as a Human Enterprise* by William D. Hitt, 1973, Belmont, CA: Wadsworth Publishing Co., Inc.

development, planning, and implementation of services for exceptional language minorities in the Chicago schools.

Step 1: Organize and Orient Planning Committee

The planning team should consist of a good representation of teachers, administrators, parents, and the educational community.

Step 2: Assess Educational Needs

A needs assessment is the first activity of the problem-clarification phase (Maher & Bennett, 1984); it is the process of gathering information and comparing the actual to the desired condition.

Step 3: Formulate Planning Objectives

After priority needs have been established, planning objectives are defined to help the school system move from its present situation toward the desired change.

Step 4: Identify Resources

A resource is any available means that will help meet the needs identified in Step 2. Examine carefully the provisions set forth under Title VI of the Civil Rights Act of 1964 and Section 504 of the Rehabilitation Act of 1973 as leverage to obtain resources from existing funds. Funding from non-special education units (e.g., vocational, bilingual, Chapter I 89-313) should be actively sought.

Step 5: Organize Program Areas

A program is defined as any set of related activities toward common objectives. Bilingual special education should not be perceived as a separate entity, but rather as an approach to make accessible the special programs, related services, and other options available to all exceptional children.

Step 6: Investigate Alternatives

The next step is to investigate alternative approaches for accommodating the objectives specified in Step 5. Existing legal provisions (e.g., Title VI of the 1964 Civil Rights Act, Section 504 of the 1973 Rehabilitation Act, P.L. 94–142) establish parameters.

Step 7: Establish Resource Requirements

Analysis of annual demographic data is essential and facilitates this step. Presently, more than 200 Spanish-speaking bilingual special education teachers are required just for exceptional Hispanics in the Chicago Schools.

Step 8: Allocate Resources

If planned appropriately (Moore, Walker & Holland, 1982) the actual cost of maintaining bilingual special education should not exceed the cost of special education. (Kakalik, Furry, Thomas, & Carney, 1981). It should be noted that bilingual special education is not supplemental or compensatory, nor is the responsibility of bilingual education programs. Special education has the prime responsibility to provide the appropriate specialized services.

Step 9: Implement Plan

In Chicago, the following major plans are currently being implemented: staff development; adapting the Bilingual Education Differential Curriculum criterion-referenced test objectives to special learning disabilities in reading; bilingual speech and language therapy units for specific disorder areas; bilingual diagnosticians and case-study evaluation teams; and parent inservice. Future plans call for a computerized information management system; continued curriculum and therapeutic adaptation; staff development; resources for low-incidence handicapping conditions and other language minority non-English-background groups; and a bilingual special education demonstration and resource center.

Step 10: Evaluate and Review

The need for evaluation of special education is well documented (Mollenkopf, 1982, Maher & Bennett, 1984). Evaluation should be formative in nature to make appropriate modifications during the period of implementation. For example, the bilingual differentiated curriculum adapted for LD and speech and language therapy units will be evaluated to determine their efficacy and whether any modification is required. All other implemented plans must also be evaluated and reviewed.

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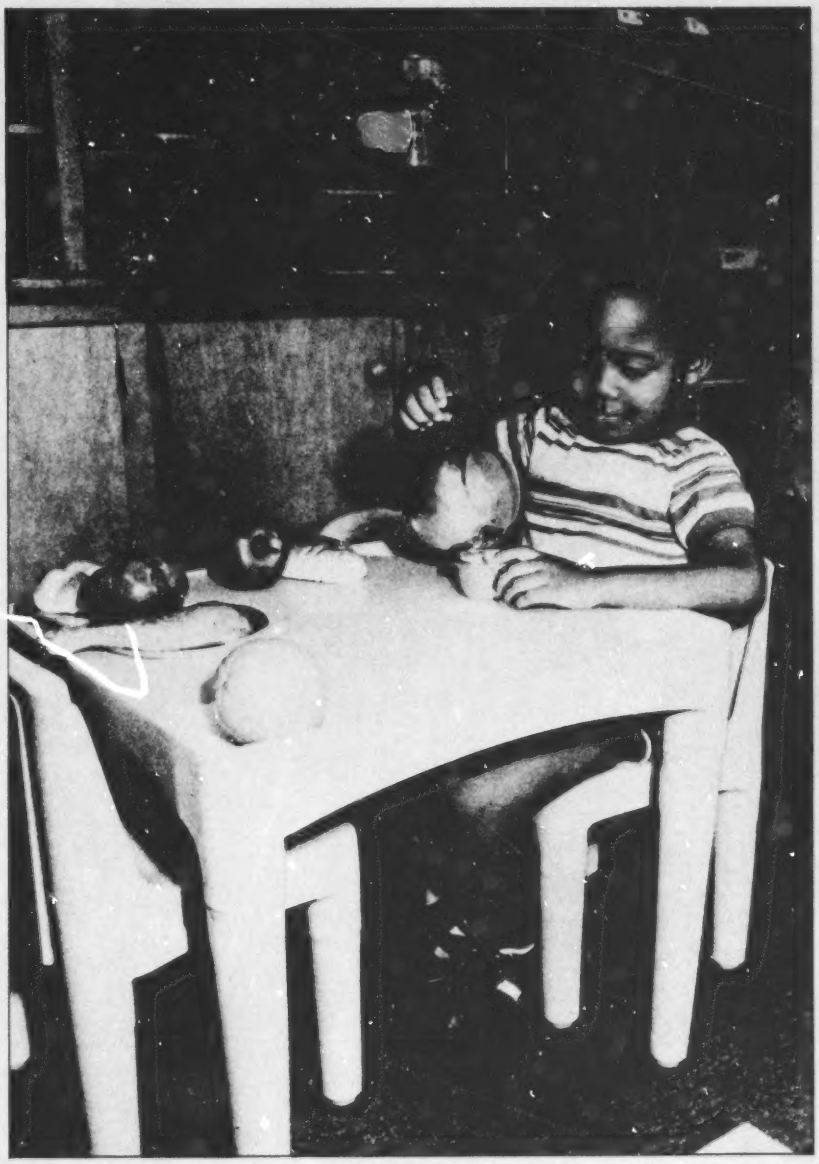


■ Early childhood education of the handicapped has long been recognized as a necessary part of an overall special education program meeting the needs of handicapped youth. Many school districts are in the process of identifying how an early childhood program can be established within the boundaries and restrictions of their district. The Dallas Independent School District has developed a comprehensive early childhood intervention program to provide services to handicapped children, birth to 6. It is called Project KIDS (Kindling Individual Development Systems). In the process of developing Project KIDS, both the exemplary and the reality were joined in a "best practice model" of early childhood intervention for the handicapped.

An extensive effort was made to enable the early childhood special education program to fit into the criteria of excellence for the overall public school system. Concerns addressed were: providing structure and guidelines for administrators of a special education program about which they have limited or no infor-

Delineating tasks which are educationally appropriate and developmentally correct is one component of an early childhood special education program in an effective urban school.

mation; delineating tasks which are educationally appropriate and developmentally correct for the early childhood teacher; implementing a systematic method for monitoring student progress; providing means for administrator and teachers to communicate with parents and to facilitate joint participation in the students' educational program; and implementing a method of documenting student progress and communicating this progress with related support personnel.

EXEMPLARY PRACTICES

To be exemplary, early childhood programs must meet the requirements for intervention that have long been known to affect the development of handicapped youngsters:

1. Intervention begins at birth or from the point at which the child has been identified as at risk for developmental delay.
2. If the child qualifies, services are provided at no cost to the family.
3. Services are offered in either a center-based or home-based model, depending on the needs of the child and the family.
4. Both educational and support services are provided on a full-year basis, along with necessary transportation.
5. The intervention itself is structured, developmentally sequenced, and specific to the functioning level of the child.
6. The cultural and social needs of the family are addressed.

Early intervention should reduce the effects of the handicapping condition on the functioning level of the child. It should also reduce the "anger" that often develops toward an unwieldy system which the family enters as a result of the birth of the handicapped infant. Such a comprehensive program recognizes that early childhood intervention addresses the needs of the whole family. The handicapped youngster is not seen only as a developing child, but as a child developing within the context of a family unit. Overall, the goal is to provide educational intervention for the child, as well as to diminish the financial, social, and emotional burden of having a handicapped child as a member of the family. Not only does the district educate the student, but it also attempts to educate the parents to become sophisticated consumers in the educational system.

An Urban Setting

The Dallas Independent School District (DISD) implements many of these exemplary early childhood practices in a large urban area. As with other urban areas, there exists a tremendous range in the adaptive level of families. Dallas is composed of the very wealthy, the very poor, migrant workers, nondocumented aliens, and non-English speaking families in rural, inner city, and suburban areas. To best meet the needs of its diverse population, DISD offers home-based and center-based programs for any family with a handicapped youngster. The home-based program serves students from birth to 2 years of age; for children ages 2 to 3, an option in either a home-based or center-based program is offered. A full-day center-based program, including transportation, is provided for children ages 3 to 6. Factors which determine the educational setting for the children below the age of 3 are the functioning level of the student and the ability of the family to transport the child to the classroom.

Teacher Preparation.

Teachers with a variety of skills serve as home-based and center-based teachers. Texas has amended its certification requirements so that teachers with generic certification can serve as teachers in early childhood

education of the handicapped. Project KIDS, however, has identified and recommended additional guidelines for selection of teachers:

1. A minimum of 3 years experience working with young handicapped children.
2. Certification in special education or a related area such as deaf education, speech, occupational therapy, and so on.
3. A willingness to pursue early childhood certification.
4. A personal presence and maturity which allows them to relate credibly to the wide range of families having handicapped children.

The state requirements are more specific for teachers of students ages 3 to 5. Minimum requirement is certification in special education, with a preference given to teachers certified in early childhood education. Project KIDS adopted standards of excellence providing guidelines for these teachers on adaptations to the instructional setting necessary to meet the unique needs of the young handicapped child and his family. These include the development and use of functional environments, minimal use of established curriculum "kits," group instruction, and the implementation of centers in the classroom setting.

For the early childhood educator to be effective, additional issues must be addressed in the implementation of the child's education program. These issues, which are discussed in the sections that follow, include the role of the teacher in the home, the role of the early childhood educator in the public schools, teacher expectations of parents and family, cultural diversity, and the additional impact of extended care providers on the handicapped child. The structure and continuum of services provided through the KIDS model facilitates a smooth transition from the home to campus-based program for the child, family, and school personnel. This enhances the likelihood of an effective educational program.

ROLE OF THE EARLY CHILDHOOD TEACHER IN THE HOME

The teacher serving children in the home has the unique opportunity to integrate the family into the educational process, not only by providing educational services for the handicapped student, but also by assisting the parent in meeting the needs of the family. Initially, this involves establishing a working relationship with members of the family who come in contact with the handicapped child. Establishing this relationship requires a recognition of the family's cultural practices, economic restrictions, and basic life situations in order to avoid conflicts or the development of erroneous assumptions. The homebound teacher must not only be able to teach the child, but must also have the ability to be seen as a credible source of information, willing to work in the best interests of the child and the family.

The first step in establishing this positive working relationship is identification of the parent's or primary caregiver's priorities concerning the child. Within the diversity of a large urban setting, these priorities often are the basic needs of food, clothing, medication, and shelter rather than educational or skill development. In this instance, the appropriate role of the teacher is to act as a facilitator for the parent in accessing appropriate community resources. It would not be inappropriate for a teacher to spend some of the home visitation time assisting the parent in filling out a Supplemental Security Income form, or informing the parent that SSI funds may be available for the child. The homebound teacher needs to be aware of the needs of culturally diverse families and the various community resources that are available. For example, a family of undocumented aliens, struggling for food and shelter, may be hesitant to access the public service system and may need to be directed to church groups for assistance. The teacher must recognize that until basic needs have been at least addressed, the educational needs of the handicapped child cannot be a focus of concern for the family.

The homebound teacher helps the parents understand the normal developmental sequence as it applies to skill acquisition for their handicapped child. Many times parents have major goals for their child that do not seem to be addressed by the teacher. It is the teacher's responsibility to show the parent that their goals are being addressed and that the child must achieve developmentally lower skills before the ultimate goal can be achieved. For example, often a parent's main objective is that their child walk. The teacher can explain that the development of head control and protective reactions are necessary before crawling or walking can be learned. The teacher can maintain the parent's goals while restating them in terms of a more realistic time-line.

It is essential to recognize that parents are not necessarily skilled in stating their concerns in terms of goals and objectives. The attentive teacher can recognize parents' priorities through comments made during general conversation, and can facilitate the identification of parent concerns by asking leading questions in the areas which affect young handicapped children. These concerns very often have to do with the activities of feeding, dressing, grooming or self-care, independent play or play with other children, and general behavior in the community. The teacher must listen for such comments as "I wish he'd behave better when his grandmother has him." This indicates major goals in the area of leisure or social skills that should be covered in the student's individualized education program (IEP).

The teacher serving children in the home has a unique opportunity to integrate the family into the educational services for the handicapped child and also to assist the parent in meeting the needs of the family.

The homebound teacher is in the unique and enviable position of having a variety of functional materials and settings in which to instruct the handicapped child. Instead of trying to find a quiet, school-like setting within the home for isolated instruction, the teacher needs to take advantage of the opportunity to teach the child functional skills in natural settings and with the materials the child will use to perform those skills. For example, the bathroom can be used for teaching self-help skills, body parts, basic concepts of functional object use or object matching. The kitchen sink can be a bathtub, and shoeboxes can be stacked, used for sorting, or for activities designed to facilitate the development of object permanence.

Ultimately the use of common objects is an excellent model to show the parent that it is not necessary to accumulate a large number of toys in order to teach the child effectively. While teachers must have their own supply of instructional materials, the use of items in the home reduces the quantity and variety needed. Project KIDS has a lending library of toys and resources which are available to parents to facilitate carryover of the educational program between teacher visits.

The Project KIDS Continuum

Project KIDS represents the first in a continuum of services the child and family will receive during the child's school-age years. Handicapped children are identified and served at birth through age 5 in order to meet the needs of the family without requiring a change in the service-providing agency, procedures, or approaches to intervention. The infant homebound teacher in the Project KIDS program serves not only as the first contact the parent, child, and family will have with the school district, but will also assist the family in the transition from a home-based to a center-based program. Project KIDS approaches this transition in a variety of ways, depending on the needs of the parent, those of the family, and the availability of teachers. The homebound teacher of the infant may be the classroom teacher for the half-day program. In this way, only the environment of instruction is changed when the child moves to the center-based program. More often, however, the infant teacher meets with the new teacher and parent in the classroom, or the classroom teacher visits the family with the infant teacher in the home. In all instances, the same IEP is implemented and developed as the child moves through the level of services provided by Project KIDS, reaches the age of 6, and enters the traditional public school system.

A great deal of flexibility is maintained within the Project KIDS continuum in order to meet the individual and changing needs of the family. For example, a child may be attending a half-day program, but changes in the family's circumstances (such as a change in working hours or loss of the family car) may require that the child be served on a home-bound basis. This flexibility is possible until the child reaches the age of 3 and is eligible for transportation to the Project KIDS classroom for handicapped children, ages 3 to 6 years.

The Project KIDS teachers also act as parent trainers as the child and family move through the public school system. During this period, they help the parents understand what to expect from the public school system, how to access the system to meet their needs, and how to differentiate what should be available through the school district and what should be provided by other agencies. The major role of the teacher as parent trainer is to help parents become sophisticated consumers of special education and effective advocates for their children. This primarily involves preparing for the IEP meetings, establishing goals and priorities, knowing their rights, and developing the ability to question professionals regarding appropriate programming.

ROLE OF THE EARLY CHILDHOOD TEACHER IN THE SCHOOL

Early childhood education of the handicapped is a relatively new addition to the public school system. This, coupled with the fact that often teachers follow a different administrative line than the other teachers in the school, tends to perpetuate the early childhood classrooms as a separate entity. The Project KIDS infant classrooms, for example, are differentiated from the rest of the school by the age of the children, the class schedule, and parent involvement. A center-based class is available to children 2 years of age five half-days per week. Children from 3 to 6 years of age attend a full-day program five days per week. Parents are encouraged to participate in the class for the 2-year-olds, and gradually remove themselves from the class when their children enter the 3-year-old class. All the Project KIDS classrooms are self-contained and located in regular elementary school buildings throughout the district.

Early childhood educators in the public schools need to work against the stigma of being "different." To do this they must be willing to take on a role equal to other staff members in the building and serve on committees, hall and bus duty, lunchroom duty, and so on. The early childhood classroom needs to be established as the beginning of the educational continuum, not as a separate entity or public school babysitting. The more teachers work to establish themselves as integral members of the faculty, the more early childhood students will be perceived as part of the education continuum.

Teaching in an early childhood classroom in the public schools removes the teacher from intimate contact with the child's family. Yet the teacher still needs to be sensitive to family conditions as they relate to identifying and fulfilling the educational goals of the child. Such indicators as a child who is continually hungry, unbathed, ill, bruised, or wearing inappropriate or ill fitting clothing should signal the teacher that there are primary needs not being met. The teacher then needs to work through school administration and district support personnel to identify the major family problems and locate assistance. Teachers who are school-based still maintain the role of parent trainer and contact person for other services available through the district.

TEACHERS' EXPECTATIONS OF THE FAMILY

Regardless of whether early childhood teachers are working with handicapped children in the home or in the classroom, they need to recognize and deal with their own judgments concerning the participation of the parent in the child's educational program. Unfortunately, teachers may be quick to assume that the parents are uninterested or uninvolved in their child's educational program. They use such indicators as avoiding school functions, lack of school lunch money, or inability to provide transportation as evidence that a parent "doesn't care."

Before reaching this conclusion, the teacher should investigate the family's situation to determine the parent's ability to meet the primary needs of the family. An assumption that the parent does not care may negatively influence the teacher's attitude toward the student. This negative bias can have the effect of depressing the student's overall performance. The teacher is encouraged to document all attempts to increase parent participation, no matter how small.

It is not unusual for teacher and parent to be confused about who should and can be teaching the child. Both need to recognize that the parent is the child's first teacher; this is particularly important with young children. When the teacher comes into the home, the parent often relinquishes that role. The teacher should recognize this conflict in the parent and emphasize that the play between the child and parent is significant and affects the child's growth and development. To identify the parent as teacher does not mean that the parent should conduct class in the home, but rather should continue in the nurturing and facilitating role. While emphasizing this point, the teacher may take the opportunity to encourage the participation of other adults in the household, besides the primary caregiver. It is an error on the part of the teacher to assume that an adult who is not continually present in the home is not interested or willing to participate in the education of the child.

EARLY CHILDHOOD EDUCATION AND CULTURAL DIVERSITY

Early childhood education in a large urban setting will invariably involve service to handicapped children from varying cultural orientations. Cultural differences are particularly significant when they involve some of the basic childrearing patterns in the home or expectations of how a child should behave. Early childhood teachers, especially those who instruct in the home, must be aware of the effects of culture on parenting behavior, the role of the caregiver, and the role of the child in the home.

Most obvious are those students whose home language differs from the majority of the population. Obviously some provision needs to be made so that both the parent and the professional are able to communicate about the specific details relating to the child's needs. The KIDS Model has the KIDS Inventory in Spanish, the second most common language in Dallas. Other approaches commonly used are bilingual professionals and paraprofessionals and the use of interpreters.

The teacher and parents may verbally agree upon identified instructional goals for the handicapped child. The actual operationalization of the instructional techniques or the specification of the behaviors to be observed may differ greatly. For example, in the IEP meeting, all may agree that the child needs to develop compliance to authority. In the home, however, some cultures do not discipline or place any type of requirements for correct performance on the child. The teacher may be attempting to instruct the primary caregiver in basic behavior management techniques when the role of the mother is clearly one of total support and nurturing of the child.

Such differences need to be identified and reconciled. Often this is achieved by recognizing that the primary caregiver and the primary decision-maker are not the same person. This becomes evident when instructions to the primary caregiver are not carried through. The teacher must meet with the caregiver and the decision-maker to establish goals and intervention strategies. If this meeting has no effect, the assistance of school administration may be needed, especially if the teacher is female and there is a need to establish the authority of the school district through the presence of a male. All contacts, attempts at contacts, and responses should be documented thoroughly.

The early childhood teacher may come in contact with families whose cultural background leads them to disagree with the identified instructional objectives for the handicapped child. Many people of different cultures immigrating to the United States maintain a higher level of tolerance for or assimilation of the handicapped than typically occurs in our society. This may be because less technological societies are more easily able to accommodate the mentally handicapped or because the prevalence of extended families reduces the impact of the handicapped person on one primary caregiver. The early childhood teacher needs to be sensitive to these cultural differences, realign identified goals in accordance with family needs and expectations, accept the family's priorities, and assist the child in meeting the needs of the parent and family in the society in which they live.

THE EARLY CHILDHOOD TEACHER AND OTHER CARE PROVIDERS

Occasionally, the home-based teacher may find that direct care of the handicapped child will be provided in some type of day-care arrangement. This may occur for varying reasons among families across the entire economic spectrum. To provide an effective program, the teacher must train the care providers within the day-care setting. This means that the teacher will need to establish a working relationship with the director of the center by pointing out the benefits of such training to the other day-care staff and children. One of the more effective methods of training is for the teacher to work with the handicapped child in clear view of the other care providers and, as much as possible, in the classrooms and with the materials typically used in that setting.

The early childhood teacher needs to keep in mind that the parent or primary caregiver is still the major decision-maker for the child. A line of communication from day-care staff and teacher to parents needs to be established, maintained, and periodically evaluated. Again, all contacts and attempts to contact should be documented, no matter how small.

The teacher needs to guard against making the judgment that the parent does not care or is not interested in the child's development because the child is placed in day care. Rather, extra effort needs to be made to identify the parents as the major persons in the handicapped child's life and involve them, as much as possible, in the development and implementation of programming for the child.

CONCLUSION

The Dallas Independent School District has addressed the needs of handicapped youngsters, birth through 5 years of age, by the implementation of Project KIDS. This model, currently in its ninth year, has served the needs of over 2,000 children from a wide range of economic and cultural backgrounds. Exceptional early intervention strategies require that the role of the teacher be expanded in early childhood education of the handicapped. Not only is the teacher called on to address the developing needs of the child but also to be responsive to the needs of the parents and family. Project KIDS is in the process of implementing these "best practice" procedures.

Presently a longitudinal study is being conducted to demonstrate the effectiveness of the Model. Until these data are analyzed the strongest evidence we have of the effectiveness of the Model is the continued comments from the parents on the positive effect early childhood intervention has had on their child and family unit.

In the Dallas Independent School District, **Ruth C. Wilson** *is Coordinator of Project KIDS;* **Marilyn Mulligan** *is Outreach Specialist for Project KIDS; and* **Ruth M. Turner** *is Director of Special Education, DISD, and Director of Project KIDS.*

One School's Search for Excellence

John Jewell

■ "Any school staff can do a better job! Each school has aspects of program about which its staff can be justifiably proud. These achievements . . . should be critically examined to determine ways the educational program can become even more effective. Improve on your success! Conversely, each staff [member] can identify an aspect of program that is weak or needs improvement. This condition should become the focus of a cooperative, consorted effort for improvement."

These statements made by Dr. William McCleary, Assistant Superintendent for Curriculum and Instruction in the Highline School District, State of Washington, reflect the philosophy underlying the district's Effective Schools Project. Adjacent to but separate from Seattle, Highline serves 15,700 students of which 1,600 have handicapping conditions. At Woodside, an optional, alternative middle/high school of 120 students who need a self-contained setting, the staff is serious about becoming more effective. Following are the steps they have taken to reach that goal:

STEP 1: PLANNING TEAM SELECTED

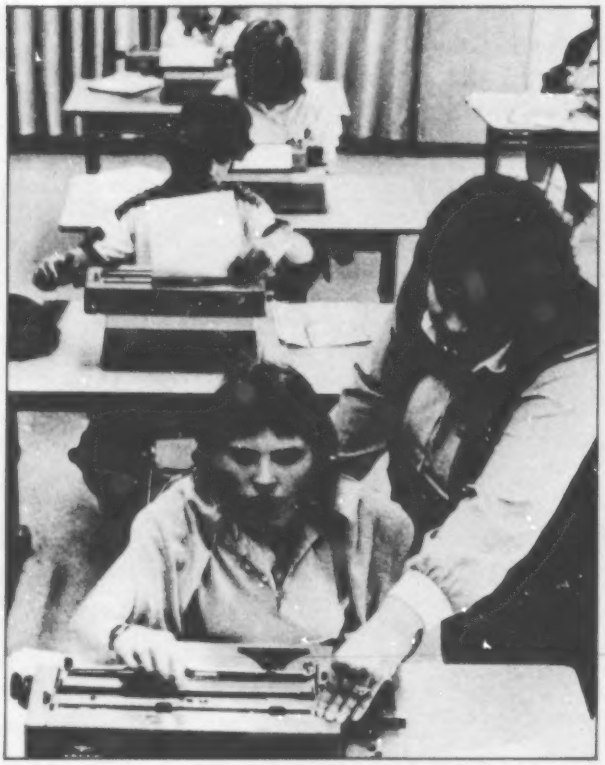
Following the Highline District model (see Figure 1), Judy Beckon, Woodside principal, formed a planning team of parents, central staff, students, community members, teachers, and support staff. Their task was to assess the needs of the school, create a vision of the "best possible," and then develop the strategies to achieve that vision.

STEP 2: NEEDS ASSESSED

Using district surveys and an interview process, assessment specialists measured the perceptions of parents, students, and staff. The items on the survey and in the interview were drawn from research on school and instructional effectiveness. Each item was a statement that related to the characteristics of an effective school which were used as a model for the Highline School Board (see Figure 2). These characteristics are identified within the context of 10 categories, including goals, school board, building principal, teaching staff, curriculum, support services, students, school climate, assessment, and parent and community involvement. To measure perceptions, participants were asked to rate each statement in the survey as to "What Is" and what could be the "Impact Potential." A scale of 1 to 4 was used for rating the statement (see Table 1).

STEP 3: CREATING THE BEST POSSIBLE VISION

The planning team reviewed the survey and interview data. Team members found many outstanding achievements and some aspects of the program that



In an effective school, staff feel that they can make a difference—that they can provide an environment where students can be successful.

needed strengthening. The results were really a "morale lifter," according to Judy Backman, an outside interviewer. She summed it up: "As a person who listened, . . . the impression I had was [that] the staff felt they were making a difference. They were providing an environment where kids could be successful. They cared about each student. That impression, I felt, was clearly from everybody, including the kitchen help, the bus driver, the secretaries, the classroom teachers, and the custodians."

According to Dr. Arthur Maser, Director of Education Research and Evaluation for the school district, the assessment results supported the interview findings. There were outstanding strengths at Woodside. For example, he wrote, the data results indicated:

- The principal recognizes the collegial nature of teachers.
- The principal at this school is accessible and responsible to teachers.
- The principal is active in securing resources, arranging opportunities, and promoting staff development.
- There are written statements on student behavior expectations which all teachers have a commitment to reinforce.
- Each student receives support services as needed (e.g., counseling, medical and speech therapy).
- Different learning environments are provided to meet the needs of individual learners.
- The teaching staff rewards, praises, and shows appreciation to all students for success during instruction.
- Teachers treat students as persons.
- Students in this school are willing to approach the staff for advice and help.

The survey results also indicated things the staff considered important but with which they were dissatisfied. Any items on the survey showing a discrepancy of .9 or greater between "what is" and "potential impact" were loosely regarded as an index of dissatisfaction. For example, Table 1 presents sample items that were closely examined by the staff.

After reviewing the survey and assessment information, the principal helped the team create visions of what their school could be under the best of conditions. Each person was encouraged to imagine an ideal school. These visions served as the guides to the selection of specific objectives within the framework of the Effective Schools Project. Objectives for the building have now been identified by the planning committee and accepted by the staff. Two samples of these objectives are: (a) to increase community involvement by developing and implementing strategies for strengthening support constituency unity; and (b) to

FIGURE 1
One Way of Reaching an Effective School

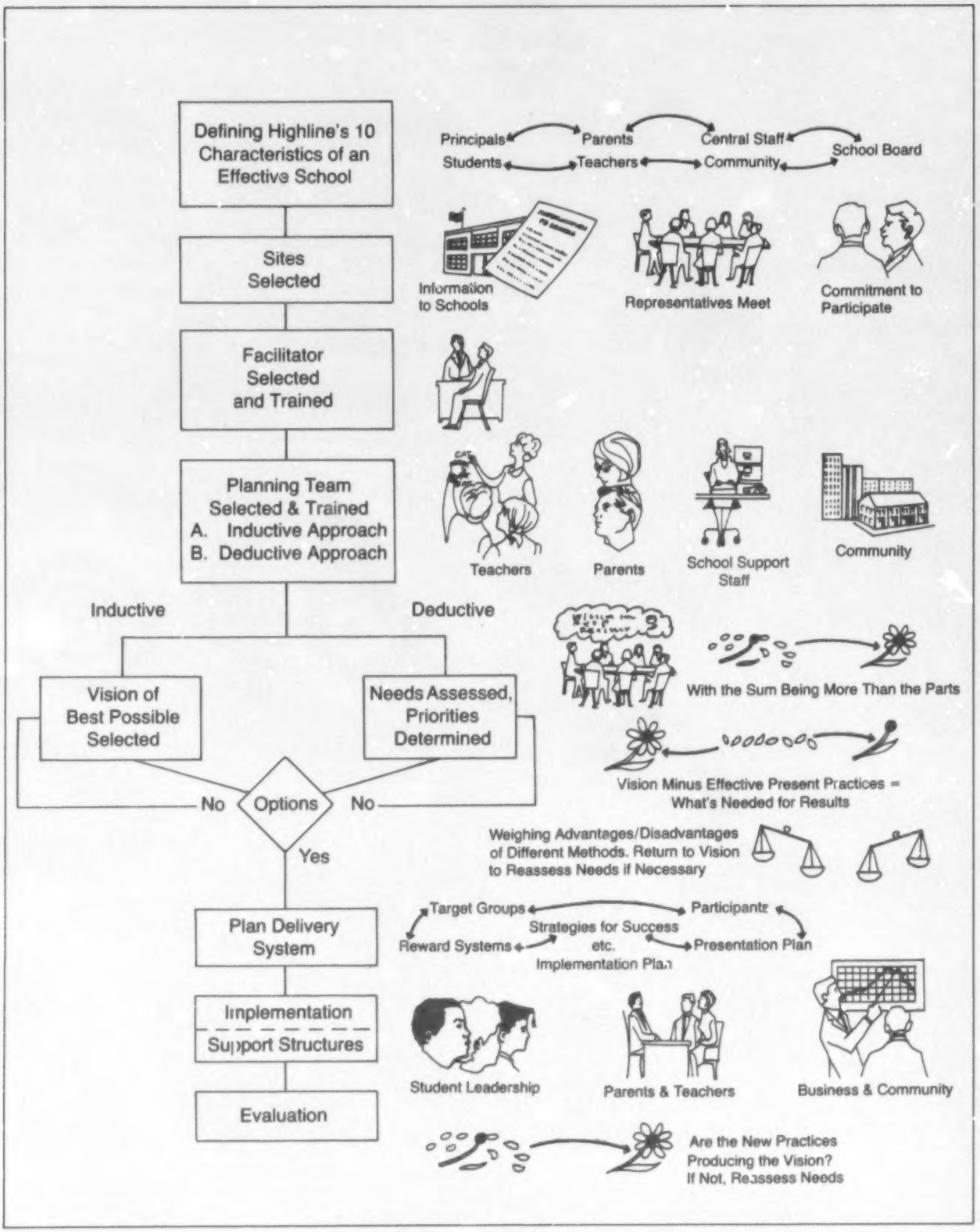


FIGURE 2
Characteristics of Effective Schools

1. GOALS, OBJECTIVES AND EVALUATION
   - 1.1. Learner objectives exist which are clear, valid, and sequenced.
   - 1.2. Goals and objectives are periodically reviewed and updated.

2. ROLE OF SCHOOL BOARD, SUPERINTENDENT
   - 2.1. The schools and the district have assessed their needs and strengths and priorities for school improvement.
   - 2.2. The school board and superintendent communicate with the school community including students, parents, and staff.
   - 2.3. Effective communications exist to report student outcomes and improvement efforts to the staff and public.

3. BUILDING PRINCIPALS
   - 3.1. There is clear, strong, centralized instructional leadership at this school.
   - 3.2. The principal supports and encourages staff development.
   - 3.3. The principal sets high and realistic standards of performance.
   - 3.4. The principal involves the staff and students in reaching decisions.
   - 3.5. The principal actively seeks parental and community involvement in students' education.

4. TEACHING STAFF
   - 4.1. Teachers are well trained and highly motivated.
   - 4.2. Teachers have high expectations of achievement for *all* students.
   - 4.3. Teachers establish an environment for effective learning.
   - 4.4. Teachers select and use appropriate instructional activities.
   - 4.5. Teachers prepare for individualizing instruction.

5. CURRICULUM
   - 5.1. The curriculum includes clearly stated and monitored basic skills objectives.
   - 5.2. There is a match between instruction and written curriculum.
   - 5.3. Instructional materials are current, of high quality, and readily available.
   - 5.4. Curricular programs and priorities are regularly evaluated and updated.

6. SUPPORT SERVICES
   - 6.1. Central instructional support staff provides adequate services to schools.
   - 6.2. The functions of the central support staff meet educational needs of students.
   - 6.3. The functions of the business and plant division meet current educational needs.

7. STUDENT OPPORTUNITIES
   - 7.1. The organization of the instructional setting is such that all students have an opportunity for success.
   - 7.2. Teachers give rewards, praise, and recognition to students for their performance.
   - 7.3. Values and norms are consistent throughout the school and are accepted by staff and students.

8. SCHOOL CLIMATE
   - 8.1. Respect and trust.
   - 8.2. High morale and cohesiveness.
   - 8.3. Specific symptoms or indicators of positive climate are generally high.
   - 8.4. Conditions in this school support a pleasant and comfortable environment for students.

9. ASSESSMENT
   - 9.1. The school (or district) has established evaluation and assessment purposes and priorities.
   - 9.2. The school has an evaluation program that monitors and reports student progress.
   - 9.3. Each student is monitored frequently and receives information regarding performance.
   - 9.4. Student outcome results and other evaluations are reported to appropriate publics and individuals, and the results used to make decisions for program improvement.

10. PARENT AND COMMUNITY INVOLVEMENT
    - 10.1. The community as a whole—including business, other institutions, and citizens without children in the school—is involved in supporting the school.
    - 10.2. There is a strong program of parent support and participation in the school.
    - 10.3. Parents work with students at home in support of the school's program.

TABLE 1
Sample of Survey Results

Statement	*What Is*[a]	*Potential Impact*[b]
Parents are actively involved in working on school advisory committees with staff and students.	1.84	3.06
Student outcome results for school or district are reported to parents, school board, and general public.	2.29	3.20
Students and teachers are systematically involved in selection of library resource materials.	1.59	3.06

[a]Mean value on a rating scale of 1 to 4 with the value of 1 indicating the condition is not present and 4 indicating the condition is present and operating well.
[b]Mean value on the impact potential scale of 1 to 4 with 1 indicating no potential for effectiveness and 4 indicating a high positive potential.

improve school climate by developing a discipline plan that involves all staff members.

The potential for increased effectiveness is very good, according to David Hunziker, photography teacher on the Woodside staff. He commented, "Woodside is more of a philosophical and professional commitment. The staff really does believe in the concept and program they offer. The staff does go that extra yard or mile to provide a safe and positive learning environment for the students. It is reflected in a thousand different ways; for instance, teachers working on weekends with the pupils, taking them to lunch, working with them in clubs and activities for which there is no monetary compensation. It is done out of a sense of genuine love. Any effective school must have a core staff made up of members who are totally committed to the program."

STEP 4: KEEPING IT GOING

To assist Woodside and other schools in the district, central office curriculum and instruction administrators and staff serve as Effective School Project facilitators. They assist the building planning teams in asking such questions as:

1. What are the strengths and weaknesses in the school's current instructional program and administration when compared with the district's identified characteristics (Figure 2)?
2. What areas should be targeted immediately for improvement?
3. How may the central office administrative staff be more helpful and supportive in facilitating progress toward the effectiveness of the school?

The traditional roles of the Curriculum and Instruction Division consultants and specialists have changed significantly as a result of the Effective School Project. In addition to serving as district curriculum specialists, they are now committing 20% of their time as facilitators to the Effective Schools Project. Specifically, they create awareness of the project among school staff members; assist staff in investing and committing to the project; assist with the assessment of school status; help the staff select objectives for change; help the principal build teacher involvement in meeting classroom concerns; provide resources, communication lines, and contact persons to assist staff; and assist in annual evaluation of the Effective School Project.

To summarize, the Effective School Project is designed to provide staff with a method of facilitating school improvement. It also provides the district with ongoing information about the quality of education being delivered to students. The approach is simple: Leadership teams, including central office staff, are built and continually trained in the research-based Effective Schools practices. Within the school, the leadership team outlines improvement goals based on their particular school needs. Staff members implement the plans, monitor their own progress, and report the results of their efforts to the community and the district.

At this time, Woodside is actively working on specific goals and objectives. The planning team meets on a monthly basis to monitor those goals. According to the principal, "I can't think of a better way to improve the instructional program than to use the parents, teachers, business community, and student leadership to make the school a more effective, meaningful place for students."

John P. Jewell *is Director of Special Education and Counseling Services for the Highline School District, Seattle, Washington and CEC PAN Coordinator for the state of Washington.*

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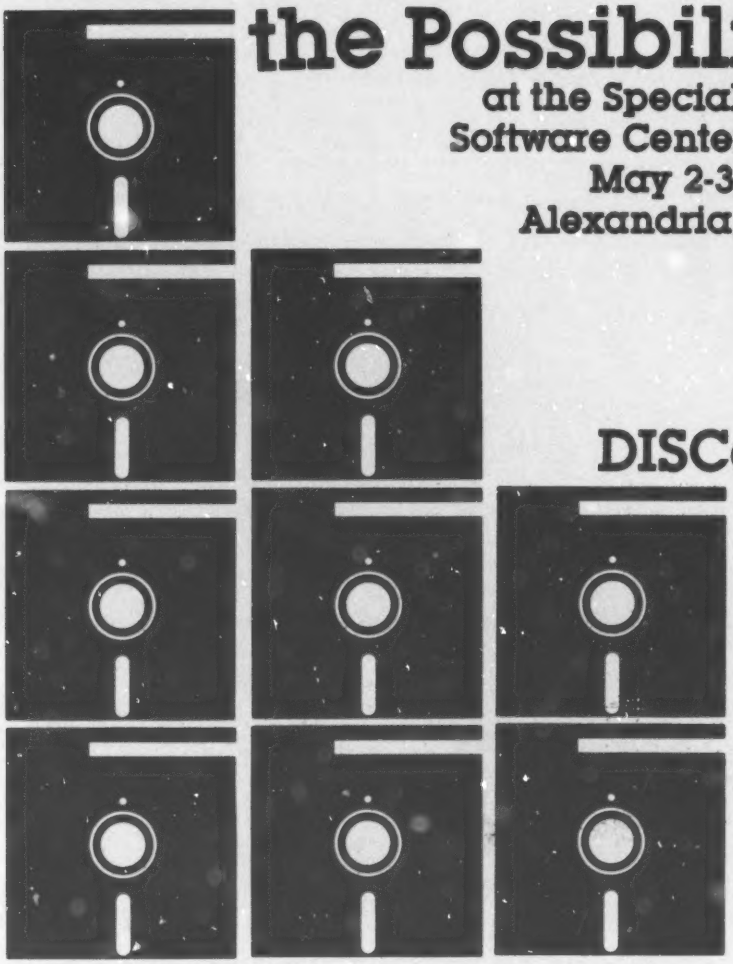

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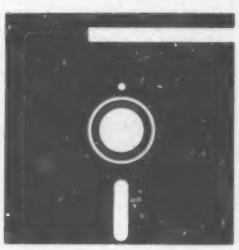

Off The Shelf

Marcia B. Klafter
Department Editor

Except as noted, products have been reviewed by: Marcia B. Klafter, Technology and Materials Specialist, Eastern Pennsylvania Regional Resources Center for Special Education.

Technology Resources

"Say As I Do" (S.A.I.D.). Conover Company, 1984.

The *"Say As I Do" (S A.I.D.)* program is one of the few commercially available software packages specifically designed for use by a severely mentally handicapped population. An Apple II+ (with 16K language card) or Apple IIe and an Echo II speech synthesizer are required. Initially developed by the Instructional Media Production Project for the Severely Handicapped at Vanderbilt University, the program incorporates an errorless procedure with fading/shaping techniques to train recognition of five target words: bus, cup, spoon, toilet, chair. The target word and six different illustrations of the word are presented along with verbal accompaniment. The student then sees a labeled graphic of the word and a distractor. The computer verbally asks the student to identify the target word. Responses are made via a standard joystick or paddle or one modified for the physically handicapped. Musical and verbal reinforcers or corrections are provided and reteaching of the word occurs if three consecutive incorrect choices are made. The second part of the program fades the graphics in steps and eventually only the written word is left. At each level the student is asked to make a response; performance for all activities is graphed and can be printed. The "Crane Game" and the "Astrowords" disk use a game format to provide reinforcement through word matching and "find the missing letter" activities. Student data from all three portions of the program can be saved on the student data disk. A teacher manual steps the user through all functions and uses of the program.

Available from: Conover Company, P.O. Box 155, Omro, WI 54963. $129.95.

Basic Language Series—Spatial Concepts. C.C. Publications.

The *Basic Language Series—Spatial Concepts*, a six disk software package, provides instruction and practice in mastering 24 basic spatial concepts such as top, bottom, left, right, through, and over. The content is based on the publisher's "Steps Toward Basic Concepts Development" program. The materials are appropriate for younger children first learning these concepts or for children through grade six who are in need of remediation. An Apple II+ (with a 16K language card) or an Apple IIe and an Echo II speech synthesizer are required for operation. After setting up a student's record on the management system disk, a concept is selected. The program instructs the child on the use of the spacebar, "N" and "Y" keys, and then a color graphic of the target concept is presented. Subsequent multisensory activities require the child to match the model, to discriminate the correct from incorrect graphic representation, and to trace and then to type the spelling of the concept word. A timed test and reproducible worksheets provide for assessment and further reinforcement. The speech synthesizer provides for verbal identification of each concept and verbal instruction. Scores for activities and tests from each of the 24 lessons are stored for up to 60 students and can be printed to obtain a hard copy.

Available from: C.C. Publications, P.O. Box 23699, Tigard, OR 97223-0108. $249.95 (without Echo II Speech Synthesizer). $327.95 (with the Echo II Speech Synthesizer).

Curriculum Resources

The Edmark Reading Program—Level 2. Edmark Corporation, 1984.

The Edmark Reading Program—Level 2, a continuation of the Level 1 program, uses a sight word approach to teaching reading to adolescents or adults with skills below third grade level. Mastery of the 150 words in Level 1 is a prerequisite for student use of this new package. Two hundred new words taken from standard grades 1–3 word lists are introduced in lessons that require students to practice pairing the spoken or signed word with its printed equivalent. Illustrated story lessons built around real-life situations involving teen-aged characters provide for further reinforcement and opportunities to check for comprehension. Picture/phrase lessons that teach word meanings and discrimination use comic strip formatted illustrations that must be matched to corresponding descriptive phrases. The guide suggests that the program can be implemented by teachers, volunteers, parents, or aides. It also includes teaching strategies and appropriate verbal reinforcements and outlines the content of each component. Upon completion of the program students will be at an approximate 3rd grade level in reading and with sufficient guidance, be able to use other commercially available reading materials at that level. The kit includes a guide, non-consumable books and cards, review and testing materials, and 10 consumable lesson plan forms.

Available from: Edmark Corporation, P.O. Box 3903, Bellevue, WA 98009. $375.00.

Publishers are invited to submit new products for possible review in this column. However, these items cannot be returned and reviews will be included at the discretion of the editor. Send products to: Marcia B. Klafter, Editor, Off the Shelf, c/o Regional Resources Center/ PRISE, 200 Anderson Road, King of Prussia PA 19406.

Children's Psychological Testing: A Guide for Non-Psychologists. D. L. Wodrich, 1984.

Reviewed by: Susan Volk, Evaluation Specialist, Pennsylvania Resources and Information Services for Special Education.

Written in simple, nontechnical language, this book's major objective is to provide its readers with a clear understanding of children's psychological testing. The author defines his audience as any professionals (educators, attorneys, social workers, etc.) who must make decisions about children based upon psychological test results. In attempting to transform these nonpsychologists into "informed consumers" the book addresses such issues as how to make referrals, what tests can and cannot do, and guidelines on what adequate psychological reports should include. Individual chapters discuss infant, preschool, and school-age development, and describe appropriate tests for each level. The concepts of learning disabilities, mental retardation, and children's emotional problems are presented, with discussions on the importance of understanding the limitations of mental measurement in these areas. Over 50 of the most frequently used children's psychological tests are covered, with indepth descriptions and analyses of more than 20 (including the Bayley Scales of Infant Development, Stanford-Binet Test of Intelligence, Wechsler Intelligence Scale for Children—Revised, and the Peabody Picture Vocabulary Test). Sample test items are presented, along with case examples illustrating how these tests are used and interpreted. To achieve a broad understanding of children's psychological testing, the author suggests reading the book's chapters in the order presented. However, the material is presented in such a way that each chapter can be read and understood independently of the others. In this way, readers with specialized interests may select only those chapters most relevant to their needs. An extensive reference section is provided for further information.

Available from: Brookes Publishing Company, P.O. Box 10624, Baltimore, Maryland 21204. Approx. $16.95.

New Products

Back Off. Dormac, P.O. Box 1699, Beaverton, OR 97075. $4.95. Fifth in a series of workbooks that illustrate and provide simple contextual stories for common American idioms.

Compatability Power Pad. Preston Corporation, 60 Page Road, Clifton, NJ 07012. $195.00. A large graphics touch pad for the Apple IIe with overlays that converts it to an alternative input device for the severely or physically handicapped.

Day Care Center Aid. Harvest Educational Labs, 73 Pelham Street, Newport, RI 02840. $36.00. Sound filmstrip about opportunities for special students in caring for young children.

The Hanley-Peterson Articulation Program. C.C. Publications, P.O Box 23699, Tigard, OR 97223. $110.00. Tapes, books and manual to remediate preschool and elementary students' common articulation problems.

Life-Coping Skills Series. Steck-Vaughn, P.O. Box 2028, Austin, TX 78768. $8.19. (for either student or teacher's editions) Three work-texts for secondary special students that cover information and skills needed to live and work independently.

Safe Living Reading Series. Educational Activities, P.O. Box 392, Freeport, NY 11520. $59.00. A set of books (2.5 reading level), filmstrips, and dittos that teach older handicapped students recognition and understanding of basic signs and safety concepts.

Talking Beam. Crestwood Company, P.O. Box 04513, Milwaukee, WI 53204. $34.95. A 5 ounce battery-operated light pointer that attaches to the visor of a head cap to enable a nonverbal physically impaired person to point to needed area on a communication board.

Time Tales and Tasks. DLM Teaching Resources, P.O. Box 4000, Allen, TX 75002. $45.00. Audio cassettes, cards, and blackline masters that teach time and calendar concepts.

The Teacher's ERIC

ED 242 667. *Effective Teaching: Commitment to Learning in the Mainstream.*

Models for structuring professional collaboration among teachers and special education staff in delivering services to mainstreamed secondary school students are described: (1) "Traditional Model"—special educators provide instruction in content areas so that students meet graduation requirements, and the students' enrollment in elective courses integrates them in the mainstream of the school schedule; (2) "Consultative Model"—resource teachers maintain services by being available to teachers and assisting in modifying materials, providing resources, and proctoring assessment procedures; and (3) "Decentralized Model"—members of the special education staff are assigned to different functions, including team teaching, remediation assistance, and consultant assistance to department members in regard to identified students. Tips are offered on specific teacher behaviors which are effective with different types of students—the visual learner, the auditory learner, and the tactile learner. Emphasis is placed on active monitoring of student progress, positive and sustaining feedback, and constructive interaction patterns which focus on enhancing student achievement. 21 pp. Available from EDRS for $1.17 on microfiche or $3.74 paper copy.

ED 235 502. *The Teaching of Writing in our Schools. Fastback 193.*

Intended for all teachers involved in writing instruction, this booklet serves as an inservice guide, focuses on writing as crafting and authoring, and examines components of instruction in writing as a process. The booklet discusses the following topics: (1) the public face of writing in schools, (2) the writing process, (3) the use of models for writing, (4) the writing environment, (5) the role of grammar and mechanics, (6) writing evaluation, (7) writing and special learners, (8) writing across the curriculum, (9) standards for writing programs, and (10) national and local efforts to improve writing programs. 42 pp. Available from Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75; quantity discounts.) or from EDRS for $1.17 on microfiche or $5.49 paper copy.

ED 221 970. *Exceptions: A Handbook for Teachers of Mainstreamed Students. First Edition.*

Intended for regular teachers with mildly handicapped learners, the handbook covers techniques for adapting instruction, for compensatory instruction, for remedial instruction, and for teaching basic survival skills. An introduction

surveys types of appropriate modifications for mainstreaming. Adaptive techniques discussed include the following: adjusting instruction for mainstreamed students, adapting textbooks, lowering readability, tape recording, adapting assignments, adapting study guides, using learning contracts, using motivational methods, and adapting tests. Techniques for compensatory instruction are discussed for language arts, mathematics, and vocabulary. Sample techniques include using a typewriter, organizing the notebook, making a multiplication aid, and using a keyword mnemonic method to recall vocabulary. Provided for remedial instruction are games appropriate for various subject areas (such as crossword math and a see through study sheet), techniques and materials for written expression, remedial reading activities, and spelling techniques. The final section covers survival skills with suggestions for teaching study skills, flowcharting arithmetic tasks, and learning to fill out forms. The appendix consists of suggested forms used for a mainstreaming program including a report form from the regular class to the learning disability resource room, a mainstreaming progress report, and a weekly assignment sheet. 157 pp. Available from: Project Mainstream, Rt. 3, Hillside School, Cushing, OK 74023 ($5.00) or on microfiche only from EDRS for $1.17.

ED 235 603. *Teaching Study Skills to the Exceptional Black Student.*

A rationale for teaching study skills to black exceptional students is presented along with a suggested instructional approach. The importance of teacher and parent expectations is emphasized, as is the need for developing strategies for nurturing self-esteem, motivation, improved attitudes, and adaptive learning styles in exceptional black students. Active rather than passive learning is stressed, along with the development of positive attitudes that contribute to the formation of realistic short- and long-term goals and aim at getting students to work above minimum competency levels. Aspects of study skills that should be taught include preparing and planning an effective study schedule, keeping written records of assignments and class notes, becoming active readers, and selecting appropriate reading materials. Preparation for examinations should be another program emphasis, including reducing anxiety through teaching relaxation methods, making students aware of general content and types of questions on exams, and providing review sessions or other review methods. It is also suggested that individual and group counseling can help students acquire such habits as punctuality, cooperation and wise use of leisure time. 14 pp. Available from EDRS for $1.17 on microfiche or $3.74 paper copy.

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Attitudes and Attitude Change in Special Education: Theory and Practice

Reginald L. Jones, Editor

Contents:
- Attitudes and Attitude Change in Special Education
- Perspectives and Issues in the Study of Attitudes
- Attitude Change: Theories and Methods
- Approaches to the Measurement of Attitudes
- Sociometric Research in Special Education
- Classroom Learning Structure and Attitudes toward Handicapped Students in Mainstream Settings
- Attitudes toward Mentally Retarded Children
- Learning Disabled in School and Home
- Children's Attitudes toward Emotionally Disturbed Peers
- Attitudes toward the Physically Disabled
- Attitudes of Educators toward the Handicapped
- Modifying Attitudes toward the Handicapped: A Review of the Literature and Methodology

1984. 257pp.
CEC/ERIC $20.00

CEC Member Price, $17.00

The Council for Exceptional Children, 1920 Association Dr., Dept. ATT 10, Reston, VA 22091 703/620-3660

Dates to Remember

CEC Activities

February 7–9, 1985, Dickinson, North Dakota. North Dakota Federation Convention, Holiday Inn. *Write:* Ava Lanes, Box 1057, Dickinson ND 58601 (701/225-1550).

February 14–16, 1985, Birmingham, Alabama. Alabama CEC Superconference, Holiday Inn Medical Center. *Write:* Pam Harwood, Dept. of Rehabilitation and Spec. Education, Auburn University, AL 36849 (205/826-5943).

February 14–16, 1985, Hilton Head Island, South Carolina. South Carolina Federation Convention, Marriott Hotel. *Write:* Ms. Kay Wright Rush, 1822 Woodsboro Drive, Columbia SC 29210 (359-4178).

February 21–23, 1985, Indianapolis, Indiana. Indiana Federation Convention, Hyatt Regency. *Write:* Mr. Mark Waterman, RR 3, Box 153, Ferdinand IN 47532 (812/482-6661).

March 1–2, 1985, Manhattan, Kansas. Kansas Federation Convention, Holidome. *Write:* Sharon Hixson, 665 W. 4th, Colley KS 67701 (913/462-8282).

March 7–9, 1985, Boston, Massachusetts. National Conference on Secondary, Transitional, and Postsecondary Education for Exceptional Children. *Write:* CEC, Department of Professional Development, 1920 Association Dr., Reston VA 22091-1589 (703/620-3660).

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March 14–15, 1985, Minneapolis, Minnesota. Minnesota Federation Convention, Minneapolis Plaza. *Write:* Roy Sandness, 244 W. Main, Marshall, MN 56258 (507/532-2221).

March 29–30, 1985, Tucson, Arizona. Arizona Federation Spring Conference, Holidome-Holiday Inn. *Write:* Mada Key Morehead, President Elect, 221 East Erie Drive, Tempe, AZ 85282 (602/967-7038).

April 15–19, 1985, Anaheim, California. CEC's 63rd Annual Convention, Anaheim Convention Center. *Write:* CEC, Department of Professional Development, 1920 Association Dr., Reston, VA 22091-1589 (703/620-3660).

October 9-11, 1985, Bangor, Maine. Maine Federation, Bangor Civic Center. *Write:* Dr. Richard H. Bartlett, Adams Pond Road, Boothbay, ME (207/289-3451).

October 9–12, 1985, Las Vegas, Nevada. CEC Division on Career Development Third International Conference, Riviera Hotel. *Write:* Dr. Allen A. Mori, Dept. of Counseling and Educational Psychology, University of Nevada, Las Vegas, NV (702/739-3253).

March 31–April 4, 1986, New Orleans, Louisiana. CEC's 64th Annual Convention. *Write:* CEC, Department of Professional Development, 1920 Association Dr., Reston VA 22091-1589 (703/620-3660).

April 20–24, 1987, Chicago, Illinois. CEC's 65th Annual Convention. *Write:* CEC, Department of Professional Development, 1920 Association Dr., Reston VA 22091-1589 (703/620-3660).

Other Activities

February 13–15, 1985, Baton Rouge. Louisiana Department of Education 6th Annual Super Conference on Special Education. *Write:* Mrs. Nancy P. Hicks, Office of Sp. Educ. Srvcs., Department of Education, P.O. Box 94064, Baton Rouge LA 70804.

March 24–28, 1985, New Delhi, India. 7th World Congress of the International Association for the Scientific Study of Mental Deficiency. *Write:* Congress Travel Information, c/o Dr. V. R. Pandurangi, 36-A Osberton Place, Sheffield, S11 8XL, England.

July 16–19, 1985, Nottingham University, England. International Congress on Special Education. *Write:* Dr. Brian Stratford, Secretary, Programme Committee, School of Education, University of Nottingham, University Park, Nottingham NG7 2RD, England.

August 5–9, 1985, Hamburg, West Germany. Sixth World Conference on Gifted and Talented Children. *Write:* Hamburg Gifted Conference, Psychologisches Institut II, Universitat Hamburg, von Melle Park 5, D-2000 Hamburg 13, West Germany.

Professional Opportunities

Classified Advertising

Notices of professional opportunities in special education are accepted from colleges, universities, school systems, organizations, and institutions offering professional positions, special seminars, study opportunities, and travel-study programs, as well as from individuals seeking employment. Individuals must include name and address or refer to personal box number and post office.

Classified advertising notices are published in CEC's journals, *TEACHING Exceptional Children (TEC)* and *Exceptional Children (EC)*. Forward copy to Classified Advertising, Att'n Carol May, Department of Information Services, CEC, 1920 Association Drive, Reston VA 22091-1589. Ad copy deadlines for 1984–85 are as follows:

Fall (September) *TEC*, July 2; September *EC*, July 2; October *EC*, July 25; November *EC*, August 15; Winter (December) *TEC*, October 5; January *EC*, October 15; February *EC*, November 21; Spring (March) *TEC*, January 4; April *EC*, January 23; Summer (May) *TEC*, March 5.

Rate: $1.25 per word, $50 minimum. *Advance payment required on all noninstitutional orders. Invoicing is permitted to institutions when order is presented on a bona fide purchase order signed by authorized official.*

CEC STAFF POSITIONS

SPECIAL ASSISTANT TO THE EXECUTIVE DIRECTOR FOR MINORITY AND HANDICAPPED CONCERNS, The Council for Exceptional Children. Minimum three years CEC Membership (preferably 5 years) prior to application. Beginning any time after June 30, 1985. Employer paid benefits, salary commensurate with experience and qualifications. Application must be postmarked by February 1, 1985.

EDITOR FOR *TEACHING EXCEPTIONAL CHILDREN* and other special publications. Beginning anytime but preferably between January 1 and March 1, 1985. Qualifications: excellent writing and editing skills; recent or current experience in direct instruction in or administration of special education classroom programs; broad view of the field, through leadership activities in CEC or some other means; member in good standing of CEC for at least 3 years prior to making application; and knowledge of the practice and content of special education.

For either position, write or call Brenda Tillman, Office Manager, for application packet. CEC, 1920 Association Drive, Reston, VA 22091 (703/620-3660). CEC is an equal opportunity employer.

ASSISTANT/ASSOCIATE PROFESSOR. Speech-Language Pathology, tenure track, beginning September 1985. Rank and salary negotiable. Doctorate in speech-language pathology, CCC required. Established record of scholarly achievement and teaching competence for Associate Professor rank. Duties include teaching undergraduate and graduate courses in areas of expertise; limited clinical supervision; scholarly activity including research. By February 1, 1985, send nominations or applications with names and addresses of three references who may be contacted, placement credentials, current vita, pertinent reprints, and a letter describing teaching and research interests to: Dr. Jack D. Anderson, Search Committee Chair, The University of Tulsa, 600 South College, Tulsa, OK 74104. TU IS AN EQUAL OPPORTUNITY, AFFIRMATIVE ACTION EMPLOYER.

CONFERENCE ANNOUNCEMENT—RESEARCH IN ACTION IV. The Institute for Child and Family Studies, Texas Tech University, is sponsoring the fourth annual national RESEARCH IN ACTION Conference, to be held February 13–15, 1985, in Lubbock, Texas. The purpose of the conference is to report new research in the field of early childhood for both handicapped and non-handicapped children and to suggest strategies for practical application of the research in direct service. The conference is open to anyone interested in serving young children and their families, including Head Start, day care, public and private schools, universities, state agencies, health care and others. For more information contact: RESEARCH IN ACTION IV, Institute for Child and Family Studies, Texas Tech University, Box 4170, Lubbock, TX 79409. (806) 742-3296.

LEADERSHIP PREPARATION! Tulane University in New Orleans offers a unique 36 hour M.Ed. in Administration-Supervision of Early Childhood-Special Education programs. Graduates in Early Childhood, Special Education, and Speech and Hearing are encouraged to apply. August, January, and June admissions. Tuition waivers provided. Contact: Dr. Kippy I. Abroms, Department of Education, Tulane University, New Orleans, LA 70118. (504) 865-5342.

ALBUQUERQUE PUBLIC SCHOOLS accepting applications for Special Education Teachers, Diagnosticians, Therapists. Openings in Learning Disabilities, Behavior Disordered, Gifted-Talented, Mental Retardation, Occupational/Physical Therapy, Speech Pathology. Send letter of interest and updated resume to Raquel Reedy, c/o Personnel Department, P.O. Box 25704, Albuquerque, NM 87125. Equal Opportunity Employer.

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RESEARCH SCIENTIST/GROUP HOME DIRECTOR. Coordinate habilitation and research in a university related group home for severely and profoundly retarded adults who will be deinstitutionalized. Teach graduate level courses. Doctorate in special education or applied psychology with expertise in applied behavior analysis and severe disabilities. Contact: Dr. Diane Browder or Dr. F. Charles Mace by January 1. Lehigh University, 526 Brodhead Avenue, Bethlehem, PA 18015. (215) 861-3256.

GRADUATE ASSISTANTSHIPS IN A GROUP HOME. Provide habilitation and conduct research in a group home for severely and profoundly mentally retarded adults. Doctoral or master's level in special education, school psychology, or developmental disabilities. Beginning Summer 1985. Contact: Dr. Diane Browder or Dr. F. Charles Mace by January 1. Lehigh University, 526 Brodhead Avenue, Bethlehem, PA 18015. (215) 861-3267.

AWARD WINNING MASTER'S PROGRAM IN EMOTIONAL DISTURBANCE. If you are looking for adventure, hard work and are committed to reeducating emotionally disturbed children, The American University School of Education is offering a one-year combined internship program at The Rose School, a D.C. Mental Health Facility, beginning in June. The program includes 36 academic hours. Applicants are awarded $4000 if accepted. Write to Dr. Nicholas Long, The Rose School, 4820 Howard Street, NW, Washington, DC 20016. The American University is an EEO/Affirmative Action institution.

DOCTORAL STUDY. Intensive leadership training: Research, Clinical Processes, Instructional Technology, Public Policy, Advocacy, SED/LD Emphasis. Field work and mentor assignments integrated with Ph.D. or Ed.D. program. Nine months—$8,955. Contact: Mary M. Wood, Division for Exceptional Children, University of Georgia, Athens GA 30602. (404) 542-1685.

PHYSICAL THERAPISTS. The Clover Park School District needs registered Physical Therapists with ESA certification. Write for applications to: Clover Park School District, 10020 Gravelly Lake Drive SW, Tacoma, WA 98499.

EMOTIONALLY HANDICAPPED, LEARNING DISABILITIES, SEVERELY EMOTIONALLY IMPAIRED, grades K-12, for 1984–85 school year. Florida certification required. Salary range $14,300 to $18,500. Paid life and health insurance. Contact: Director of Exceptional Student Education, Highlands County Schools, 426 School Street, Sebring, FL 33870. (813) 382-1121.

OVERSEAS STUDY. Special and general education tour in Japan and Hong Kong. June 15 to July 2, 1985. Write: Dr. Hisama, 114 N. Lark, Carbondale, IL 62901.

FELLOWSHIPS. The Bush Foundation Programs in Child Development and Social Policy at the University of Michigan, University of North Carolina (Chapel Hill), and Yale University are accepting fellowship applications through March 15, 1985. Training focuses on applying child development knowledge to social policy construction. Limited postdoctoral and mid-career fellowships available. Pre-doctoral fellowships available to students currently enrolled in graduate studies at one of the three universities. Contact Bush Network, P.O. Box 11A, Yale Station, New Haven CT 06520.

GRADUATE ASSISTANTSHIPS. Positions available for full-time students beginning Fall 1985 in the Ph.D. programs in Psychoeducational Studies (majors in School Psychology, Special Education, and Developmental Disabilities) at Lehigh University. Positions contingent upon receipt of funding. Support includes full-tuition scholarship plus $6,000 stipend per year. Contact: Dr. Diane M. Browder, Coordinator, Special Education; Dr. Edward S. Shapiro, Coordinator, School Psychology; or Dr. F. Charles Mace, Coordinator, Developmental Disabilities; Lehigh University, 526 Brodhead Avenue, Bethlehem, PA 18015. (215) 861-3256. Application deadline, February 1, 1985.

SYMPOSIUM ANNOUNCEMENT. February 16, 17, 1985, MIND & MEDICINE SYMPOSIUM IV. "BODY & MIND: Emotional Problems in Physical Disability". The symposium is designed to provide practical clinical understanding and techniques to enhance the effectiveness of professionals who work with physically disabled persons. PG: Holiday Inn Golden Gateway, San Francisco. 14 hours CME credit. Contact: Dolores Montes, Continuing Education, UCSF, Langley Porter Psychiatric Institute, Box [illegible] Parnassus Ave., San Francisco, CA 94143. ([illegible]080, x256.

TRINITY COLLEGE MASTERS DEGREE FELLOWSHIP PROGRAM. To train practitioners to work with minority handicapped populations. An extensive internship in Washington D.C. metropolitan area schools and professional organizations is central to the program. Contact: Marjorie Kohen Kramer, Trinity College, 125 Michigan Avenue NE, Washington, DC 20017. (202) 939-5139.

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AD163

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Chuck points out that the TDR-7 features the wide range adjustability for tone, gain and output so necessary to fit hearing losses from mild to profound. For maximum flexibility, the TDR-7 can be switched from its internal hearing aid microphone to BTE transducers. This also lets BTE users switch to the internal mic when new earmolds are needed. The new, smaller BTE casing and high flex cords fit youngsters more conveniently with a choice of standard or power ear hooks. Finally, the new "Charge Guard" assures the units charge properly due to automatic shut-off and overcharge protection.

Most importantly, the TDR-7 offers the same proven reliability as other Telex FM receivers and with the same 3-year limited parts warranty. It's still just as compact, still as convenient to service, still can operate on readily available 9 volt batteries.

For detailed information about the TDR-7, contact Telex Communications, Inc., 9600 Aldrich Ave. South, Minneapolis, MN 55420.

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